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ABSTRACT

In order to gain insights into the nature of black social interventions in the public school system, relevant relationships between the characteristics of the social workers interviewed and significant elements of their practice were closely examined. 178 black social workers in 7 large urban school systems were interviewed. Responses to a detailed questionnaire were elicited through personal interviews. Respondents were questioned in two broad areas: their basic functional characteristics (e.g., work context, education, professional orientation) and their school social work practices (e.g., types of tasks performed, frequency). Among the major findings of this study, briefly stated, are: the vast majority of the respondents were female, had earned Master of Social Work degrees, and were highly experienced. Few of the respondents had undertaken field placements in school settings during their graduate studies, and most had to learn the expectations of their jobs on their own after being hired. Most respondents reported having a high degree of autonomy in their jobs, and two-thirds expressed a high level of satisfaction with their work. (Author/JM)

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FINAL REPORT

SOCIAL INTERVENTION IN THE PUBLIC SCHOOL SYSTEM

Lawrence E. Gary
John Hamilton West
Linda M. Kumi

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Mental Health Research and Development Center
Institute for Urban Affairs and Research
Howard University
Washington, D. C. 20008

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SUMMARY

To date, no study has been reported in the research literature that specifically analyzes the social intervention methods of Black, school-based social workers who work primarily with Black youngsters. In fact, very few empirical studies have been undertaken to identify and examine the tasks and strategies of social workers in public school settings of any description. Moreover, most analyses of the relationship between the public school system and the Black community have not focused directly on the nature of social interventions, but indirectly on the achievements and aspirations of Black children. Therefore, the primary purpose of this exploratory study by the Mental Health Research and Development Center of the Institute has been to develop data which will be immediately useful in improving the delivery of mental health services to Black students.

It was anticipated that important insights would be gained into the professional practices of Black social workers in predominantly Black public school systems if data were gathered from the social workers themselves and sub-

jected to rigorous analyses. With this objective, relevant relationships between the characteristics of the social workers interviewed and significant elements of their practice were closely examined. Thus the insights gained into the nature of Black social interventions in the public school system promise to be useful in such practical applications as: the development of curricula for schools of social work; the orientation of new, Black social workers to job, school, and community expectations; and, especially, the administration and conduct of innovative social work practices in predominantly Black schools.

One hundred seventy eight Black social workers in seven large urban school systems were interviewed for this study. Responses to a detailed questionnaire were elicited through personal interviews conducted by trained interviewers. Respondents were questioned in two broad areas: 1) their basic functional characteristics (e.g., work context, education, professional orientation, etc.), and 2) their school social work practices (types of tasks performed, frequency, etc.). Their responses constitute the data base for the exploratory investigation presented in this report.

Briefly stated, the major findings of this study are as follows:

1) The vast majority of the respondents (82%) were female, had earned Master of Social Work degrees (73%), and were highly experienced having had an average job tenure of 19 years.
2) Few of the respondents (17%) had undertaken field placements in school settings during their graduate studies, and most (77%) had to learn the expectations of their jobs on their own after being hired to work in public school systems.
3) Most respondents (80%) reported having a high degree of autonomy in their jobs, and two-thirds or 64% expressed a high level of satisfaction with their work.
4) The primary professional technique in this study involved casework services to the individual child.
5) The primary treatment strategy used in working with Black students was to provide personality support. This fact suggests that one of the major problems Black school social workers have been confronted with is poor self-concept--that is, low self-esteem and low self-worth--on the part of Black students. There was little evidence to suggest that the Black school social

workers interviewed were actively working with aggressive, hostile, or enraged Black youths.

6) Situational factors--such as number of schools served and caseload size--were observed to exert greater influence on treatment strategies than attitudinal/theoretical factors such as career commitment, education, and professional participation.

7) The respondents indicated that their suggestions for change were generally welcomed and accepted; however, they reported having little contact with executive-level school administrators. These two factors taken together suggest that respondents' potential for effecting change has been underutilized.

At the end of Chapter VI, nine specific hypotheses based upon these and related findings are presented for future investigation.

Acknowledgements

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It would have been impossible to do this study without the cooperation of the Black school social workers

who participated in the study. We are grateful for their willingness to contribute their time and their views and for the support from their schools.

Finally, special recognition is accorded the Center for Minority Group Problems of the National Institute of Mental Health for the necessary financial support to make this study possible.

As is customary, we must absolve the above named individuals and organizations of any responsibility for errors and omissions in the study; these are reserved for the authors.

L. E. G.

J. H. W.

L. M. K.

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I. INTRODUCTION

Problem Formulation

Social workers play a unique and potentially significant role in the conduct of urban school systems. In general, the school social worker is responsible for 1) working with school administrators, parents, community agencies, students, teachers, and other school staff in the identification of financial, medical, nutritional, recreational, educational, cultural, and social needs of children in schools and 2) initiating cooperative planning for meeting these needs. More specifically, school social workers deal with the social ills confronting students through 1) clinically-oriented activities aimed at the problems of individual children and 2) systemic activities aimed at addressing broad social problems impacting on at-large student populations.

Many of our larger urban school systems are becoming minority dominated, particularly by Blacks, and the role of the school social worker is also increasingly being filled by minorities. At the same time, these urban school systems have become singular manifestations of institutional racism and class oppression and, as such, constitute an increasingly complex environment in which to grow up. Black and minority

school social workers therefore play, or should be playing, vitally significant roles in the contemporary, urban, public education process.

The school learning experience prepares the minority child for the world in which he or she currently lives and for the future. Minority school social workers, therefore, serve in one of the most significant of the community's institutions. How the minority--specifically Black--school social workers function and what they do in the predominantly minority-populated, urban school systems has potential implications for educational policymaking at all levels of government as well as for the social work profession. Yet, very little is known of this important subject and few relevant empirical studies have been undertaken.

Purpose of Study

In light of the significance of Black school social workers in today's urban educational systems and the lack of empirical studies of their activities and interactions, an exploratory study of the subject was undertaken. This study was chosen with three basic purposes in mind: 1) to increase the general knowledge base, 2) to clarify concepts and 3) to outline areas for further research regarding the role and practices of Black school social workers.

Objectives

In keeping with the broad purposes outlined above, the objectives of the study were:

1) to identify the functional characteristics of Black school social workers;
2) to examine basic methods and techniques used in diagnosing individual, family, organization and community problems and resources;
3) to identify the theoretical frame of reference used by these practitioners by analyzing the tasks and client orientation of Black school social workers;
4) to analyze organizational and attitudinal variables which influence the treatment strategies of the social workers; and
5) to develop conclusions and hypotheses concerning the role and function of Black professionals in the school setting.

Literature Review

There are few empirical studies of Black professional supportive personnel in the field of education and no studies specifically on the Black school social worker. Most analyses of the relationship between the school system and the Black community place emphasis on the Black

child's achievement and level of aspiration. Although several articles have been written on the significance of race in social work practice, they tend to be concerned primarily with helping white workers relate to Black clients (Fibush, 1965; Gochros, 1966; Saunders, 1969; and Reeves, 1971). While this particular concern has merit, the Black social worker who wants information on mechanisms for developing meaningful relationships with Black clients will find little guidance in the current literature. Consequently, the literature that has been reviewed for this exporatory study focuses on the following issues of concern to school social work practice in general: 1) the relative value of practitioner orientation in helping students (clinical vs. social) and 2) the identification of behavioral tasks and techniques employed by school social workers.

Williams (1970) and Costin (1969) have examined the issues related to the clinical vs. the social orientation of social workers and the behavioral tasks and techniques that social workers have employed in working with their clients. Costin (1969) analyzed the professional tasks performed by school social workers and determined the importance of these tasks

for the attainment of social work goals within a school setting. Factor analysis was used to identify clusters of activities. The Costin study suggests that there are two distinct schools of thought. According to this study, it can be argued from an historical perspective that the target of intervention and the techniques utilized by social workers have changed over time. During the early part of the twentieth century, school social workers were primarily concerned with social reform and focused their intervention strategies on school and neighborhood conditions. After World War II, the emphasis shifted to clinical concerns as there was a tendency for school social workers to use intervention techniques that specifically permitted them to render psychological services to individual pupils or parents.

Although theories of social work practice assume a conflict between the reformative and clinical orientations, one study fails to support such an assumption. Specifically, Taber and Vattano (1970), using a study sample of 821 practicing social workers, concluded (through the technique of factor analysis) that the assumed conflict was not borne out by empirical study.

In a recent study, Stuart (1970) examined the judgments and values underlying school social work practice and found that the majority of the workers questioned believed that family experiences explained more of the variance in school difficulties for students than school experiences. When asked for their preference regarding intervention targets (students, peers, or parents), the majority of these school social workers indicated that they wanted to work with the parents.

The preference of school social workers for working with individuals (parents or students) rather than system-wide structures suggests that the clinical orientation is still a very important frame of reference in their treatment strategies. These social scientists have tended to emphasize the strengths rather than the weaknesses of the Black family. The desire of school social workers to work with parents raises some interesting practical issues--especially in light of the fact that some social scientists such as Billingsley (1970), Staples (1971), and Ladner (1971) have pointedly questioned the conceptual basis for suggesting that the target of intervention should be Black parents. Baratz and Baratz (1970) have analyzed the underlying assumptions of those intervention programs in the public schools

that tacitly label Black behavior as pathological. They have suggested that a cultural difference model might serve as an alternative to the genetic inferiority and social pathology models. Utilizing a social system frame of reference, Billingsley (1970) has demonstrated the virtue of a nonclinical approach to assisting the Black community--especially the Black family--in developing the educational potentials of Black children.

Although school social workers prefer the individual casework approach, it is clear from a review of the literature that there needs to be a redefinition of the role and function of these practitioners in the school setting itself. It is also clear that there is a need to experiment with new methods of intervention. Stuart (1970) emphasized that the primary clients for the school social workers should be the teachers. If social workers were to work directly with the teachers, a larger number of students would benefit from their services. There have been other authors (Gottlieb and Gottlieb, 1971; Vinter and Sarri, 1965) who have also stressed that school social workers should attempt to modify organizational and administrative patterns within the school in order to overcome school-wide patterns of negative sanctioning, negative record-keeping, and negative expectations with respect to students from low-income families.

Method

Sampling Procedures. A series of personal interviews were conducted with Black school social workers practicing in relatively large, urban school systems with significant minority student populations. The school systems were further required to have at least twenty Black school social workers and to be relatively close to Washington, D. C. Cities selected according to these criteria were Atlanta, Baltimore, Chicago, Detroit, Gary, Indianapolis, and New York.

The next methodological task to be addressed was the development of a sampling frame. In this connection, the following four potential sources of information were explored: the National Association of Black Social Workers, the National Association of Social Workers, the National Council on Social Work, and the National Education Association. It was found, however, that none of these organizations compiles data on membership by race. Contacts with student social services offices in each of the cities resulted in the successful identification of Black school social workers and a comprehensive list for the seven cities was developed.

School systems in the seven cities were contacted again, and all agreed to participate in the study. Letters were then sent to 308 Black school social workers explaining the purpose of the study, soliciting their participation,

and requesting personal interviews. The overall response rate was 58 percent. The distribution of participants interviewed was as follows:

City	Number of Black School Social Workers	Number Interviewed	Response Rate
Atlanta	28	20	71%
Baltimore	32	24	75%
Chicago	40	23	56%
Detroit	56	41	71%
Gary	30	24	80%
Indianapolis	22	20	90%
New York	100	26	26%
TOTAL	308	178	58%

The number of respondents (178) and the mix of cities is felt to be more than adequate in view of the exploratory nature of the study.

Questionnaire Development. The instrument was designed to compile information about the respondents in two fundamental areas: 1) basic functional characteristics and 2) general methods and specific techniques they employed in their jobs as school social workers.

The questionnaire collected data on the following ten functional characteristics of respondents, seeking content information as indicated:

1) General Characteristics: job title, immediate supervisor, city school system where employed, etc.

2) Demographic Profile: age, sex, income, years living in city where employed, etc.

3) Professional Participation: membership in professional organizations, participation in conferences and in-service training sessions, professional journal articles read, etc.

4) Education: degrees held, field of study, etc.

5) Career Commitment: length of service, factors influencing job selection, satisfaction with job, etc.

6) Perceived Autonomy: ability to define responsibilities, have suggestions accepted, make changes, degree of job supervision, etc.

7) Organizational Socialization: initial job expectations and how learned, how and what job changes have taken place, influence of other staff upon performance of job, etc.

8) Client Orientation: psychodynamic or social environment orientation toward students, attitude regarding factors influencing student's behavior, etc.

9) Work Load: number of schools served, number of pupils served, size of caseload, educational level of students served, etc.

10) School Compatibility: office space provided, understanding of social work by those in work environment, basic function in school system, etc.

The methods and techniques employed by the respondents in working with Black students were elicited through a series of closed and open-ended questions. The Black school social workers were first asked to rank the frequency with which they performed certain tasks using a Likert-type scale. The classification of tasks was modeled after Costin's (1969) study discussed above, and it covered the following four areas of basic daily activities:

1) diagnostic tasks
2) tasks related to working with children
3) tasks related to working with parents
4) tasks related to working with school personnel

Responses were obtained for a total of 57 individual tasks.

The final segment of the questionnaire concerned strategies for working with Black students. The respondents were asked to identify particular strategies or techniques that had proved successful in working with Black students. Attention was specifically directed at the problem of poor self-concept among Black students.

The questionnaire used in the study was pretested with ten Black social workers in the Washington, D. C., school system before the field interviews were conducted.

Data Analysis Plan. Responses to the 205-item questionnaire were edited, coded, keypunched and placed on magnetic tape. Summary tables were developed for each data item. Open-ended questions were examined, and a determination was made on the usefulness of each question. Major open-ended questions that related to treatment techniques resulting in broad ranges of responses were subjected to content analysis by a professional panel for the purpose of developing a manageable number of meaningful response categories.

Factor analysis was used as a data reduction technique for developing a manageable number of tasks out of the 57 tasks to which the Black school social workers were asked to respond. Indexes, consisting of groups of relevant data items, were constructed for six of the basic functional characteristics of the respondents. Individual questionnaire items were used as measures of two of the other characteristics. Employing these data reduction techniques, the original 205 questionnaire items were reduced to 14 respondent characteristics (independent variables) and to 23 treatment methods and tasks (dependent variables). To further facilitate conceptualization of the data, all of the variables

were dichotomized on a "yes"/"no" or a "hi"/"lo" basis. Finally, characteristic and method/task variables were cross tabulated and measures of association were developed. Associational patterns between the variables were analyzed.

Data Limitations. The study is exploratory in nature, with the purpose of developing a general knowledge base, examining relevant relationships, and developing hypotheses for further research regarding social work practice by Black school social workers. To satisfy this broad need, a large number of Black school social workers was surveyed. However, because the survey group constitutes neither a census nor a probability sample, caution must be applied in generalizing from study results, particularly where the overall population of Black school social workers is involved.

Other limitations on use of the data result from the relatively low tests of reliability (coefficient alpha) found for the functional characteristic indexes. While this does not present a major problem in an exploratory study, interpretation of the indexes should, again, be done with caution. A detailed discussion of these and other reliability and validity tests carried out on the data is contained in Appendix A.

Organization of Report

In order to facilitate presentation of the data, a detailed discussion of the methodology and the analytical/statistical techniques used have been left out of the body of the report and placed in Appendix A. Chapter II, "Functional Characteristics of Black School Social Workers," and Chapter III, "Methods and Techniques," provide a basic presentation of the results of the survey. Chapter IV, "Analysis of Tasks and Client Orientation of Black School Social Workers," and Chapter V, "Variables Influencing Treatment Strategies and School Social Work Tasks," contain analyses of the data. The results of the factor analysis techniques employed in the study are discussed, and the relationship between basic functional characteristics of respondents and the methods and tasks utilized by them are explored. Conclusions and recommendations for further research are presented in Chapter VI.

II. FUNCTIONAL CHARACTERISTICS OF BLACK SCHOOL SOCIAL WORKERS

The focus of this chapter is on the basic functional characteristics of the subjects studied. Specifically, the following basic functional characteristics of the Black school social workers are presented and discussed: general characteristics, demographic profile, professional participation, education, career commitment, perceived autonomy, organizational socialization, client orientation, work load, and school compatibility.

General Characteristics

The largest number of subjects was employed by the Detroit public school system. As shown in Table 1, the number of subjects in each of the other six cities is nearly equivalent. The large majority of the subjects (76%) held the job title "School Social Worker." The small percentage of subjects (1%) having the title "Social Worker/ Attendance Officer" suggests that the historial attendance-officer role has been largely discarded from the work-role of most school social workers. In contrast, the job titles of the immediate supervisors of respondents were more varied, falling within

Table 1

General Characteristics

	Number of Cases	Percent Distribution
City School System where Employed		
1) Detroit	41	23.0
2) New York	26	14.6
3) Baltimore	24	13.5
4) Gary	24	13.5
5) Chicago	23	12.9
6) Atlanta	20	11.2
7) Indianapolis	20	11.2
	178	100.0
Job Titles of Respondents		
1) School Social Worker	136	76.4
2) Community Agent	14	7.9
3) Social Work Supervisor	6	3.4
4) Teacher Social Worker	6	3.4
5) Social Work Consultant	5	2.8
6) Family Service Worker	4	2.2
7) Regional Specialist	3	1.7
8) Social Worker/Attendance Officer	2	1.1
9) Psychiatric Social Worker	1	0.6
10) Pupil Personnel Worker	1	0.6
	178	100.0
Title of Immediate Supervisor		
1) Consultant/Specialist/Coordinator	63	35.4
2) Director	41	23.0
3) Supervisor	38	21.3
4) Superintendent	23	12.9
5) School Principal	11	6.2
6) Consultant & District Supervisor	1	0.6
	177	100.0

such major categories as "Consultant/Specialist/Coordinator" (35%), "Director" (23%), and "Supervisor" (21%). For only a few subjects (6%) did the "School Principal" serve as immediate supervisor to the school social worker.

Demographic Profile

Consistent with the historical development of school social work, a large majority (82%) of the 178 subjects in this study were female; their mean age (42 years) was within the middle-age range; and their income ($13,500) fell within the lower-middle-income range. On average, respondents had resided in the urban cities of their employment for 27 years.

Professional Participation

This variable contained quantitative information to assess the subjects' level and mode of professional participation. As shown in Table 2, a majority of the Black school social workers (66%) attended two or more conferences in the past year. Seventy-four percent held membership in two or more professional organizations. In-service sessions were held in the work settings of nearly all (93%) of these Black professionals. The average number of in-service training sessions held was seven and each respondent attended, on the average, five in-service training sessions. The group indi-

Table 2

Professional Participation

	Number		Percent		
	Yes	No	Yes	No	Mean
Attended two or more conferences in the past year.....	118	60	66.3	33.7	
A member of two or more professional organizations.....	131	47	73.6	26.4	
In-service sessions held at work in the past year.....	166	12	93.3	6.7	
Number of in-service training sessions held at work.....					6.5
Number of in-service training sessions at work attended.....					5.4
Number of journal articles read in the past four months.....					3.3
MSW degree held.....	131	47	73.6	26.4	

cated that in the past four months they had read an average of three journal articles. Table 2 indicates that three-fourths (74%) of the subjects had earned Master of Social Work (MSW) degrees.

Education

Table 3 shows that all of the respondents had been awarded a Bachelor's degree. The mean year for receiving the degree was 1952 and 74% indicated an undergraduate major in the social sciences.

As shown in Table 4 approximately eight out of ten of the respondents (82%) had received a Master's degree. The mean year for earning this degree was 1962--ten years from the mean year for earning the Bachelor's degree. Table 4 further indicates that slightly more than half (51%) of the school social workers have pursued graduate study beyond the Master's level. A large majority (83%) revealed that they had received their Master's degrees in the "social work" area and that "direct services" was the predominant area of concentration (90%).

Table 4 indicates that "field placement" was required in the Master's study programs for nine out of ten of the respondents (91%). At the same time, only a small percent-

Table 3

Undergraduate Education

Degrees Held	Number Yes	Number No	Percent Yes	Percent No	Mean
Bachelor's degree	178	0	100.0	0	
Year Bachelor's degree received					1952

Educational Fields Studied	Number of Cases	Percent Distribution
Undergraduate Major:		
1) Social Sciences	131	73.6
2) Foreign Languages	13	7.3
3) Natural Sciences	11	6.2
4) Education	8	4.5
5) Business & Public Administration	6	3.6
6) Applied Arts	3	1.7
7) Fine Arts	3	1.7
8) Physical Education	3	1.7
	178	100.0

Table 4

Graduate/Professional Education

	Number Yes	Number No	Percent Yes	Percent No	Mean
Degrees Held					
Master's degree	146	32	82.0	18.0	
Year Master's degree received					1962
Graduate work beyond Master's	75	70	51.7	48.3	
Doctorate degree	2	176			

	Number of Cases	Percent Distribution
Discipline of Master's Degree		
1) Social Work	121	83.4
2) Education	12	8.3
3) Guidance & Counseling	7	4.8
4) Psychology	3	2.1
5) Other	2	1.4
	145	100.0
Area of Concentration Within Master's Discipline		
1) Direct Services	127	90.0
2) Administration	11	7.8
3) Education	3	2.1
	145	100.0

	Number Yes	Number No	Percent Yes	Percent No
Special Requirements				
Field Placement Required in Master's Program	130	13	90.9	9.1

	Number of Cases	Percent Distribution
Type of Agency(s) Where Field Placement Undertaken		
1) Medical/Health; Others	27	20.3
2) Family, Children's Services; Others	23	17.3
3) Schools (Elementary, Jr. & Sr. High, College)	22	16.5
4) Public Welfare, Family, Children's Services	12	9.0
5) Public Welfare; Others	10	7.5
6) Medical/Health; Family, Children's Services	9	6.8
7) Medical/Health; Schools; Others	9	6.8
8) Family, Children's Services; Medical/Health; Corrections/ Criminal Justice	6	4.5
9) Corrections/Criminal Justice; Others	5	3.8
10) Family, Children's Services; Schools	5	3.8
11) Public Welfare; Schools	4	3.0
12) Corrections/Criminal Justice; Schools; Medical/ Health; Public Welfare	1	0.8
	138	100.0
Discipline of Post-Master's Study		
1) Social Work	41	54.7
2) Education	25	33.3
3) Public Administration	5	6.7
4) Psychology	4	5.3
	75	100.0

age (17%) did their field placement in school settings (elementary, junior and senior high, and college). The two major disciplines in which the school social workers did their post-Master's study were social work and education. As presented in Table 4, the number of professionals listing the disciplines "social work" and "education" were 55 percent and 33 percent, respectively.

Career Commitment

The career commitment variable reflects length of employment in profession and position, job satisfaction, etc. Table 5 shows that the mean length of time the respondents had been employed as social workers was 19 years. Ten years was the mean time these professionals had been working in their current positions. It is further shown in Table 5 that a high percentage of the school social workers (71%) had prior occupations at the professional level. Three-fourths (74%) also reported that the major factor influencing their entering the field was the "nature of the work."

As indicated in Table 5, only a small number of school social workers (6%) stated that "prestige and financial

Table 5

Career Commitment

	Number Yes	Number No	Percent Yes	Percent No	Mean
Experience					
Trained as Social Worker.....	152	25	85.4	14.6	
Years Employed as Social Worker					18.7
Years in Present Job.....					9.9

	Number of Cases	Percent Distribution
Occupation or Prior Job		
1) Professional.....	127	71.3
2) Clerical.....	23	12.9
3) Service Worker.....	6	3.4
4) Farm Worker.....	3	1.7
5) Non-Farm Laborer.....	3	1.7
6) Manager/Administrator.....	3	1.7
7) Sales.....	2	1.1
8) Operative.....	1	0.6
9) Public Protection.....	1	0.6
10) No Prior Job.....	9	5.1
	178	100.0
Factors Influencing Job Selections		
1) Nature of Work.....	131	74.4
2) Individual & Environment*..	32	18.2
3) Prestige/Financial Rewards.	11	6.2
4) Opportunity to Serve/ Family Influence.....	2	1.1
	176	100.0

	Number Yes	Number No	Number Unsure	Percent Yes	Percent No	Percent Unsure
Job Satisfaction						
Satisfaction Derived from Job..	114	59	5	64.0	33.1	2.8
Plan to Continue in Present Occupation.....	126	38	14	70.8	21.3	7.9

	Number of Cases	Percent Distribution
Reasons for Plans to Continue or Not Continue in Present Occupation		
1) Satisfaction.....	81	55.9
2) Need for Change.....	27	18.6
3) Salary.....	10	6.9
4) Retirement.....	9	6.2
5) Change in Status.....	6	4.1
6) Unsure.....	6	3.7
	139	100.0

*Family/Teacher/Principal/Other

rewards" served as factors influencing their job selection. More than half of these professionals (64%) indicated that they derived satisfaction from their jobs. A large number (71%) also revealed that they planned to continue working in their present occupations. Over half (50%) reported that the reason they planned to continue working in their positions was job "satisfaction." About one in five respondents (19%) cited the "need for change" as the primary reason they did not plan to continue working in their present positions.

Perceived Autonomy

The content information related to "perceived autonomy" enables assessment of the degree of self-directed independence as viewed by the school social workers. As Table 6 indicates, a large number experienced positive attitudes concerning the extent to which they were able to develop their own area of responsibility. Four-fifths of the respondents reported they could develop their own area of responsibility to a "considerable extent" or "completely." In contrast, slightly more than half (54%) stated that they were able to make changes in their work activities to a "considerable extent" or "completely." A third (34%) chose a conditional response for this category.

Table 6

Perceived Autonomy+

	Completely	Considerable Extent	Somewhat	Very Little	Not At All
Extent Able to Carve Own Area of Responsibility	24 13.5	118* 66.3	30 16.9	4 2.2	2 1.1
Extent Able to Make Change in Work Activities	11 6.3	84 48.0	60* 34.3	16 9.1	4 2.3

	Nearly All The Time	Rather Often	Sometimes	Rarely	Never
How Often Work Suggestions Accepted	41 23.0	50* 28.1	68 38.2	16 9.0	2 1.1
How Often Encouraged to Make Suggestions	46 25.8	70* 39.3	39 21.9	20 11.2	2 1.1

	Too Much	Could Be Improved	Adequate
Degree of Supervision on Job	5 3.0	50 29.8	113* 67.3

+In the set of figures for each case, the first represents number, the second percentage.

*Indicates category in which mean scale value of the responses falls.

Approximately half of the respondents (51%) reported that their suggestions were accepted "rather often" or "nearly all the time." A significant percentage (38%), however, also selected the conditional "sometimes" response for this category. Two-thirds of the respondents (65%) reported they were frequently encouraged to make work suggestions. As for job supervision, two-thirds (67%) indicated that it was "adequate." A small percentage (3%) stated they had "too much" on-the-job supervision.

Organizational Socialization

Since the school social workers in this study are functioning within a dynamic organizational system, the degree of their socialization into the organization of the school is an important variable. As shown in Table 7, nearly half of them (48%) stated that initial job expectations were "fairly well" known. A moderately high number of these professionals (34%) learned job expectations "on their own." For a majority of the school social workers (59%), assistance in learning job expectations was primarily obtained from their supervisors. Table 7 shows that "asking" and "reading" were the major means employed to learn job expectations. Only a very few school social workers (2%) who were provided "orientation" to learn the expectations of their jobs.

Table 7

Organizational Socialization Processes
Related to Job Performance:

Initial Job Expectations+

	Very Well	Fairly Well	Not Very Well	Not At All Well
Extent Job Expectations	34	85*	43	16
Initially Known	19.1	47.8	24.2	9.0

	Number of Cases	Percent Distribution
How Job Expectations Were Learned		
1) Self and Others.....	76	43.2
2) On One's Own.....	60	34.1
3) From Others.....	40	22.7
	176	100.0
School Personnel Assisting in Learning Job Expectations		
1) Supervisor.....	68	58.6
2) Senior Social Worker.....	21	18.1
3) Co-worker.....	16	13.8
4) All.....	6	5.2
5) Principal/Sect./Teacher..	4	3.4
6) Other Pupil Pers. Worker.	1	0.9
	116	100.0
Methods Used to Learn Job Expectations		
1) Asking.....	45	34.4
2) Reading.....	30	22.9
3) Coord./Supv. Programs....	23	17.6
4) Previous Experience.....	20	15.3
5) Confer with Superiors....	5	3.8
6) Requests and Reports.....	5	3.8
7) Orientation.....	3	2.3
	131	100.0

+ In the set of figures for each case, the first represents number, the second percentage.
* Indicates category in which mean scale value of the responses falls.

Table 8 indicates that a large number (72%) reported important job changes to have occurred. A sizable majority (78%) agreed that the job changes were for the better. Respondents indicated that "legal decrees" and "changes in job definitions" were the two major sources of job changes. Table 9 shows that high-level administrators--such as the superintendent and director of pupil personnel services--exerted a major influence on the school social worker performing his job. In contrast, only a small percentage reported that other colleagues have great influence upon their own performance of work roles.

Client Orientation

Client orientation, as a key variable, focuses on the intervention orientations of the Black school social worker. In terms of their attitudes toward psychodynamic concepts, Table 10 indicates that nearly half of the Black school social workers agreed with the statement "effective help to any client depends on understanding of unconscious motivations" and "the highest goal of social casework is to free the client from inner conflict." A moderately high number also disagreed with the statements that attention should be focused on analyzing and understanding the personality dynamics of individuals (statements 3 and 5). Table 10 further shows a fairly high number of the respondents

Table 8

Organizational Socialization Processes
Related to Job Performance:
Changes in Job Performance

	Number		Percent	
	Yes	No	Yes	No
Important Job Changes Have Occurred....	127	50	71.8	28.2
Job Changes Were for the Better.....	97	28	77.6	22.4

How & What Job Changes Occurred	Number of Cases	Percent Distribution
1) Legal Decrees.....	36	28.8
2) Changes in Job Definitions.....	34	27.2
3) Staff-Faculty Changes, In-Service Training.....	24	19.2
4) Decentralization.....	18	14.4
5) Better Staff Cooperation with Client.....	11	8.8
6) Work Conditions Improved.....	2	1.6
	125	100.0

Table 9

Organizational Socialization Processes
Related to Job Performance:
Influence of Other Staff Upon Performance of Job[+]

	Very Great Influence	Great Influence	Some Influence	Little Influence	No Influence
School Board	35 19.9	46 26.1	47* 26.7	38 21.6	10 5.7
Superintendent	38 21.5	68* 38.4	40 22.6	22 12.4	9 5.1
Dir. of Pupil Personnel Services	36 20.8	55 31.8	39* 22.5	29 16.8	14 8.1
Supervisor	23 13.1	59 33.5	50* 28.4	35 19.9	9 5.1
Principal	14 8.0	45 25.6	68* 38.6	37 21.0	12 6.8
Assistant Principal	1 0.6	16 9.9	46 28.4	54* 33.3	45 27.8
Self and Colleagues	15 8.4	49 27.5	64* 36.0	42 23.6	8 4.5

[+] In the set of figures for each case, the first represents number, the second percentage.

* Indicates category in which mean scale value of the responses falls.

Table 10

Client Orientation: Attitudes Toward Psychodynamic-Mindedness Concepts[+]

	Agree	Relatively Neutral	Disagree
1) Effective help to any client depends on understanding of unconscious motivations	86* 48.9	66 37.5	24 13.6
2) The highest goal of social casework is to free the client from inner conflict	84* 48.0	76 43.4	15 8.6
3) The large social problems of today can best be understood when they are analyzed in terms of individual behavior dynamics	40 22.7	79* 44.9	57 32.4
4) The reason the delinquency and family breakdown are getting worse is that the known treatment methods have never really been given a chance on a large scale	32 18.2	73* 41.5	71 40.3
5) The prime goal of social work service to the unwed mother is the discovery and resolution of her personality dynamics which led her to become pregnant	35 19.9	68 38.6	73* 41.5
6) Social workers can change society only through the medium of the feelings of the individuals and groups who are social work clients	18 10.2	48 27.3	110* 62.5

[+] In the set of figures for each case, the first represents number, the second percentage.

* Indicates category in which mean scale value of responses falls.

Table 11

Client Orientation: Attitudes Toward Social Environment-Mindedness Concepts+

	Agree	Relatively Neutral	Disagree
1) Some workers should spend more time helping communities to accept the mentally ill rather than working with patients to adjust	74* 42.0	69 39.2	33 18.8
2) Case-by-case treatment can never make in-roads on society's basic problems	66 37.5	66* 37.5	44 25.0
3) The opportunity structure in which people find themselves is the central condition determining their behavior	64 36.8	66* 37.9	44 25.3
4) Social workers should be more concerned with the impact of the environment on clients and less concerned with personality dynamics	43 24.4	87* 49.4	46 26.2
5) Social work has more interests and goals in common with the public health field than psychiatry	31 17.6	81* 46.0	64 36.4
6) In combating juvenile delinquency, social workers should work more with the neighbors and schools than with the delinquent and his parents	13 7.4	73 41.5	90* 51.1

+ In the set of figures for each case, the first represents number, the second percentage.

* Indicates category in which mean scale value of responses falls.

(40%) disagreed with the statement that known treatment methods have never been given a chance on a large scale when applied to social problems such as delinquency and family breakdowns. In addition, there was only a small number (10%) agreeing with the statement that "social workers can change society only through the medium of the feelings of the individuals and groups who are social work clients."

For the social environment-mindedness concepts, Table 11 shows a fairly high number of the school social workers selected the "relatively neutral" scale to respond to all six social environment-minded items. At the same time, a rather high number of respondents agreed with statements 1, 2, and 3, which emphasize environmental effects rather than clinical treatment. When responses on both the psychodynamic-mindedness and social environment-mindedness concepts are compared, it is clear that these responses are not consistent with the subjects' attraction for providing clinical treatment to the individual and working in the community to bring about environmental changes.

Table 12 indicates that the factor "parents creating positive attitude toward school" was the possible cause of successful student school behavior predominantly identified. The "family experiences" factor was also selected as being

Table 12

Client Orientation: Attitudes Toward Factors Influencing Student Success

Respondents were asked to identify causes of successful student school behavior from the following list of factors, or combinations of these factors:

(a) Intrinsic reward of learning
(b) Parents creating positive attitude toward school
(c) Teachers skillful in classroom social behavior management
(d) Teachers skilled in presenting materials

Process Influencing Student Success	Factor Mentioned Singly or in Combination			
	(a) Rewarding	(b) Parents	(c) Discipline	(d) Teaching
Rewarding.....	5	-	-	-
Parents.....	13	13	-	-
Discipline.....	5	31	6	-
Teaching.....	1	16	3	3
Discipline/Parents...	30	-	-	-
Teaching/Parents.....	8	-	-	-
Discipline/Learning..	-	30	-	-
Teaching/Learning....	-	8	-	-
Parents/Learning.....	-	-	30	8
All.....	43	43	43	43
Total Responses	105	141	82	54

Table 13

Client Orientation: Attitudes Toward Factors Influencing Student Difficulties

Respondents were asked to identify causes of academic and behavioral difficulties for students from the following list of factors, or combinations of these factors:

(a) Genetic and health factors
(b) Family experiences
(c) Peer experiences
(d) Experiences in school

	Factor Mentioned Singly or in Combination			
Area of Student Difficulty	(a) Health	(b) Family	(c) Peers	(d) School
Health.....	2	-	-	-
Family.....	5	14	-	-
Peers.....	1	21	1	-
School.....	1	25	1	5
Peers/Family.....	6	-	-	-
School/Family.....	12	-	-	-
Peers/Health.....	-	6	-	-
School/Health.....	-	-	-	-
Family/Health.....	-	-	6	12
All.....	84	84	84	84
Total Responses	111	162	92	101

the major cause of academic and behavioral difficulties for students (see Table 13). School social workers preferred the "parents" to be the target of intervention for helping to solve the problems of their students. Significantly, "teachers" and "peers" were not frequently selected as targets of intervention. Although the respondents selected the parental factor as having a strong influence on the child's school behavior, they nevertheless worked directly with the children exclusive of their families.

Work Load

Slightly more than half of the school social workers (52%) did not consider their caseload too large. The mean number of cases was 66; the average number of schools served was generally large, having a mean number between 1,000 and 1,500 pupils. Approximately 70 percent of the school social workers served pupils at the elementary school level. More than a tenth (14%) served pupils at the senior high school level; less than a tenth, the junior high school level; about three percent served both elementary and junior high schools; about two percent served pupils at all levels; about one percent, preschool children; and only one respondent (0.6%) served both preschool and elementary school children.

School Compatibility

The school compatibility variable has both a structural and a perceptual component. The structural component is concerned with determining whether the school social workers have adequate physical facilities to aid in rendering of services to students. The perceptual component is concerned with determining the perceptions of the school social workers and how their co-workers view them and their roles. Table 14 shows that four-fifths of the respondents (82%) reported having office space in the schools they served. A high proportion (63%) reported sharing an office with other school personnel. The majority of school social workers who shared an office also reported that this arrangement interfered with their effectiveness. Four-fifths of the social workers questioned (82%) indicated that "lack of privacy" was the major reason for this impaired effectiveness.

Table 15 shows that most of the school personnel listed had a fairly good understanding of the role and function of the school social worker. The "psychologists" were rated especially high in their understanding of the work-role of school social workers. The school social workers also gave high positive ratings to school "principals" for their knowledge of the problems social workers experienced. In

Table 14

School Compatibility:
Structural Component

Office Space

	Number of Cases		Percent Distribution	
	Yes	No	Yes	No
Office at School.....	145	31	81.5	17.4
Share Office with Other Personnel..	92	52	63.4	35.9
Sharing Office Interferes with Effectiveness.....	57	34	62.0	37.0

	Number of Cases	Percent Distribution
Why Sharing Intereferes with Effectiveness:		
1) Lack of Privacy.....	49	81.7
2) Inadequate Facilities.....	7	11.7
3) Lack of Space.....	4	6.7

Table 15

School Compatibility
Perceptual Component+:

Understanding of Social Work by Those in Work Environment

How Well Others Know What School Social Work Really Entails:	Extremely Well	Quite Well	Rather Well	Not Too Well	Not At All Well
1) Psychologists	73 43.2	64* 37.9	24 14.2	6 3.5	2 1.2
2) Principals	37 21.3	69* 39.7	49 28.2	18 10.3	1 0.6
3) Attendance Officers	23 17.8	48* 37.2	41 31.8	16 12.4	1 0.8
4) Counselors	29 18.8	50* 32.5	53 34.4	18 11.7	4 2.6
5) Nurses	30 19.6	51 33.3	40* 26.1	28 18.4	4 2.6
6) Assistant Principal	16 10.8	58 39.2	51* 34.4	18 12.2	5 3.4
7) Parents	15 8.5	43 24.4	72* 40.9	39 22.2	7 4.0
8) Teachers	8 4.6	50 29.1	63* 36.6	48 28.0	3 1.7
9) Students	8 4.6	34 19.9	63* 36.6	58 33.7	9 5.2

	Very Well	Fairly Well	Not Very Well	Not At All Well
How Well Superiors Know Problems	71 39.9	69* 38.8	31 17.4	7 3.9

+ In the set of figures for each case, the first represents number, the second percentage.

* Indicates category in which mean scale value of the responses falls.

contrast, "teachers" and "parents" received the second and third lowest ratings. "Students" were rated the lowest in "understanding" of school social workers' roles and problems.

III. METHODS AND TECHNIQUES

This chapter focuses on broad diagnostic tasks, including those related to working with children, families, and school personnel. Strategies for working with Black students and the identification and treatment of Black students with poor self-concept are also discussed. The investigators were particularly interested in seeing whether Black school social workers had developed, or were developing, new intervention tasks and strategies to serve Black students more meaningfully. Hence, the participants were asked to identify the tasks and strategies they used in working with Black youngsters. These tasks and strategies were then conceptualized as dependent variables.

Diagnostic Tasks

Participating school social workers reported spending the greatest part of their time (see Table 16) on diagnostic tasks that generally involve "distinguishing between normal and problem behavior in a child" and "recognizing specific social and educational factors which limit a pupil's

Table 16

Basic Daily Activities
Frequency of Diagnostic Tasks+

Diagnostic Tasks	Almost Constantly	Several Times a Week	Once a Week	Few Times a Month	Less Than a Few Times a Month	Never
Distinguish between normal and problem behavior in a child.	87 52.1	33* 19.8	12 7.2	21 12.6	13 7.8	1 0.6
Assess the child's functioning in relation to his neighborhood patterns and other cultural influences.	69 41.3	31* 18.6	20 11.9	22 13.2	24 14.4	1 0.6
Obtain psychiatric, psychological, or social casework consultations when problems in diagnosis occur.	38 22.7	18 10.8	24* 14.4	51 30.5	34 20.4	2 1.2
Obtain from parents information about the family's functioning.	73 43.5	29* 17.3	20 11.8	30 17.8	10 6.0	6 3.6
Obtain from parents information on the child's behavior at home and his previous development and experiences.	73 42.9	34* 20.0	23 13.5	21 12.4	14 8.2	5 3.0
Recognize specific social and educational factors which limit a pupil's progress.	96 56.7	33* 19.5	16 9.5	17 10.1	5 3.0	2 1.2
Obtain information from other agencies that have had experience with the child and/or his family.	50 29.9	35 21.0	25* 15.0	39 23.3	16 9.6	2 1.2

* Mean scale value of the responses.

+ In the set of figures for each case, the first represents number, the second percentage.

progress." At the same time, school social workers reported spending less time on diagnostic tasks that pertain to "obtaining psychiatric, psychological, or social casework consultations when problems in diagnosis occur" and "obtaining information from other agencies that have had experience with the child and/or his family."

Tasks Related to Working with Children

As shown in Table 17, about half the respondents reported that they were constantly helping the child 1) control or express his feelings appropriately; 2) develop new attitudes or modify old ones; and 3) understand the ways in which a child's emotional or social problems may affect his academic performance. In contrast, about 60 percent of the respondents did not devote more than a few occasions per month to tasks that focus on: utilizing a wide range of activity programs through which pupils can experience and identify new skills in group interaction, working with groups of children, using the group process. Nearly half the respondents spent less than a few occasions each month facilitating services and activities that help to develop skills which will improve the family's influence with the child. The data show that, for a given month, about 40 percent of the respondents spent only a few moments each

Table 17

Basic Daily Activities: Frequency of Tasks Related to Working with Children*

Tasks	Almost Constantly	Several Times a Week	Once a Week	Few Times a Month	Less Than a Few Times a Month	Never
Work with an individual child in a casework relationship.	60 36.4	35* 21.2	33 20.0	20 12.1	13 7.9	4 2.4
Work with groups of children, using the group process.	20 12.0	21 12.6	30 18.0	29* 17.4	54 32.3	13 7.7
Help the child gain insight into his emotional problems.	66 39.1	31 18.3	22* 13.0	16 9.5	23 13.6	11 6.5
Help him identify the conflicts and behavior which interferes with constructive interaction with others	73 43.2	32* 18.9	23 13.7	21 12.4	12 7.1	8 4.7
Help the child develop his personal, education goals or values.	84 49.4	26* 15.3	25 14.7	17 10.0	11 6.5	7 4.1
Help the child control or express his feelings appropriately.	75 46.9	37* 23.1	13 8.1	19 11.9	12 7.5	4 2.5
Utilize individual and/or group discussion to develop individual understanding and the growth of a positive self-concept.	52 31.0	29 17.3	28* 16.7	32 19.0	22 13.0	5 3.0
Offer the child opportunities to talk out conflicting feelings and goals in order to establish priorities.	80 47.6	31* 18.5	23 13.7	15 8.9	15 8.9	4 2.4
Facilitate services and activities that help to develop skills which will improve the family's influence with the child.	38 22.9	26 15.7	21* 12.7	51 30.7	24 14.5	6 3.5
Utilize a wide range of activity programs through which pupils can experience and identify new skills in group interaction.	23 14.3	23 14.3	20 12.4	27* 16.8	57 35.4	11 6.8
Help the child develop new attitudes or modify old ones.	84 49.7	31* 18.3	17 10.0	18 10.7	15 8.9	4 2.4
Interpret to the child reasons for his behavior and his relationship to others.	58 35.6	43* 26.4	16 9.8	18 11.0	22 13.5	6 3.7
Help the child understand his abilities.	82 49.1	28* 16.8	13 7.8	19 11.4	19 11.4	6 3.6
Interpret to the child the nature of his parents' authority over him.	43 26.4	43 20.9	20* 12.3	18 11.0	37 22.7	11 6.7
Help the child understand his relationships to important adults in his life.	64 38.6	34* 20.5	25 15.1	20 12.0	15 9.0	8 4.8
Clarify the school's social and academic expectations and regulations with the child.	52 31.8	42 25.6	20* 12.2	23 14.0	22 13.4	5 3.0
Interpret to the child the nature of the school's authority over him.	43 25.7	33 19.7	26* 15.6	24 14.4	31 18.6	10 6.0
Communicate to the child the improvement which can be expected in himself and/or family.	63 38.2	30* 18.2	23 13.9	27 16.4	16 9.7	6 3.6
Explain the ways in which child's emotional or social problems may affect his academic performance.	85 50.8	29* 17.4	19 11.4	23 13.8	8 4.8	3 1.8

*In the set of figures for each case, the first represents number, the second percentage.

*Indicates category in which mean scale value of the responses falls.

month interpreting to the child the nature of his parents' authority over him. However, the frequency with which they interpreted to the child the nature of the school's authority over him varied among those studied. In addition, about a third of the respondents revealed that they spent only a few occasions per month utilizing individual and/or group discussion to develop individual understanding and the growth of a positive self-concept.

Tasks Related to Working with Families

As shown in Table 18, well over half of the school social workers reported that when working with families, the tasks most frequently performed involve clarifying the nature of the child's problems, making suggestions as to how parents can improve relations with their child's teacher and with his school, and clarifying the school's social and academic expectations and regulations. In addition, helping the parents see how they contribute to their child's problems, encouraging the children and families to ask for and make use of community supplementary or enabling services, and helping parents develop realistic perceptions of their child's academic potential, performance, limitations, and his future prospects were also reported, as indicated in Table 18. These tasks were performed several times a week, if not almost constantly. At the same time, school social

Table 18

Basic Daily Activities: Frequency of Tasks Related to Working with Families*

Tasks	Almost Constantly	Several Times a Week	Once a Week	Few Times a Month	Less Than a Few Times a Month	Never
Make regular visits to parents to maintain a liaison between home and school in order to reinforce parents' interest and concern for their child's school life.	42 25.1	34 20.3	22* 13.2	36 21.6	27 16.2	6 3.6
Plan or conduct educational meetings with groups of parents to increase their knowledge about their children's development, their role as parents, and so on.	8 4.9	2 1.2	11 6.7	35* 21.3	89 54.3	19 11.6
Clarify with the parents the nature of the child's problems.	67 39.9	39* 23.3	21 12.5	21 12.5	15 8.9	5 3.0
Help parents see how they contribute to their child's problems (for example, through their own marital problems, poor home conditions, or by their particular methods of child care).	54 32.1	38 22.6	16* 9.5	38 22.6	20 12.0	2 1.2
Facilitate services and activities that help to modify the parents' attitudes, their understanding and acceptance of their children and the school.	50 29.6	32 18.9	22* 13.0	33 19.5	28 16.6	4 2.4
Help parents develop realistic perceptions of their child's academic potential and performance, his limitations, and his future.	49 29.9	37 22.6	15* 9.1	39 23.8	19 11.6	5 3.0
Interpret to parents who are ignoring school regulations the nature of the school's authority and its expectations.	41 24.3	27 16.0	22* 13.0	35 20.7	37 21.9	7 4.1
Clarify with the parents the school's social and academic expectations and regulations.	54 34.6	33 21.2	18* 11.5	26 16.7	22 14.1	3 1.9
Make suggestions as to how the parents can improve their relations with their child's teacher and with his school.	57 34.5	40* 24.2	28 17.0	28 17.0	10 6.1	2 1.2
Encourage children and families to ask for and make maximum use of community "supplementary" or "enabling" services.	61 36.1	30* 17.8	33 19.5	28 16.6	12 7.0	5 3.0
Check on attendance by making home visits in cases of prolonged or unexplained absences.	45 27.1	20 12.0	13* 7.9	32 19.3	41 24.7	15 9.0
Identify and point out to appropriate individuals and groups the relative effectiveness of new approaches chosen.	29 17.4	15 9.0	25* 15.0	45 26.9	45 26.9	8 4.8
Work with groups of parents to organize and channel their concerns about the problems of their school system.	10 6.2	9 5.6	11 6.8	37* 23.0	77 47.8	17 10.6

*In the set of figures for each case, the first represents number, the second percentage.
*Indicates category in which mean scale value of the responses falls.

workers revealed that little of their time was spent on planning or conducting educational meetings with groups of parents for the purpose of increasing their knowledge about their children's development, their role as parents, etc. In addition, well over half the school social workers indicated that they only occasionally devoted time to identifying and pointing out to appropriate individuals and groups the relative effectiveness of new approaches chosen. Over 80 percent indicated that they spent only a few moments each month working with groups of parents to organize and channel their concerns about the problems of their school system, and over half spent no more than a few moments each month checking on attendance by making home visits in cases of prolonged or unexplained absences.

Tasks Related to Working with School Personnel

Table 19 indicates that when working with other school personnel, the predominant tasks of the school social workers related to their involving the principal in plans concerning a case and suggesting ways he may help deal with the problem. About a third of the respondents did this nearly constantly and another fourth did so several times a week. About half the respondents further reported that on several occasions a

Table 19

Basic Daily Activities:
Tasks Related to Working with School Personnel*

Tasks	Almost Constantly	Several Times a Week	Once a Week	Few Times a Month	Less Than a Few Times a Month	Never
Describe to other special service personnel the range of services the social worker is able to provide.	40 23.2	22 12.8	21* 12.2	56 32.6	27 15.7	6 3.5
Involve the principal in plans concerning a case and suggest ways he may help deal with the problem.	52 30.2	43 25.0	26* 15.1	31 18.0	18 10.5	2 1.2
Work with school administrators, individually or in groups, to examine the symptoms and determine the causes of problems in the school system.	23 13.6	21 12.4	19 11.2	40* 23.7	53 31.4	13 7.7
Consult with other special service personnel to develop and coordinate an overall treatment approach for the child.	34 20.3	30 18.0	30* 18.0	45 26.9	26 15.6	2 1.2
Acquaint teachers with community services.	20 11.8	17 10.1	22 13.0	47* 27.8	54 32.0	9 5.3
Help the teacher recognize possible differences in the values of the child and teacher.	45 26.8	33 19.6	25* 14.9	34 20.2	25 14.9	6 3.6
Help the teacher discover the child's resources for achieving success.	47 28.0	32 19.0	23* 13.7	43 25.6	19 11.3	4 2.4
Discuss with the teacher the nature of her interactions with the child.	51 30.4	36 21.4	24* 14.3	34 20.2	18 10.7	5 3.0
Refer teachers with problems.	5 3.2	1 0.6	7 4.3	16 9.9	104 64.6	28 17.4
Assessment of school program's strengths and problems as these relate to needs of children in a particular situation.	45 26.7	23 13.7	24* 14.3	46 27.4	26 15.5	4 2.4
Select and periodically revise the plan for service and its goals.	31 18.5	13 7.7	12 7.1	57* 33.9	51 30.4	4 2.4
Consult with school administrator in the formation of administrative policy which directly affects the welfare of pupils.	28 16.2	14 8.1	22 12.7	40* 23.1	56 32.4	13 7.5
Participates on school committees to improve effectiveness of all the special services.	17 10.3	8 4.8	13 7.8	47* 28.5	70 42.4	10 6.1
Assist in in-service training of teachers or administrators.	4 2.4	3 1.8	13 7.8	29 17.4	105* 62.8	13 7.8
Encourage administrators to develop cooperative working relationships with community agencies.	29 17.5	7 4.2	16 9.6	31* 18.7	72 43.4	11 6.6
Help to bring about new outside-of-school programs through work with part-time employees or other interested persons.	12 7.3	5 3.0	6 3.7	30* 18.3	83 50.7	28 17.1
Work with community agencies, individuals in identification and coordination of unmet needs of the community.	34 20.2	13 7.8	18 10.7	34* 20.2	63 37.5	6 3.6

*In the set of figures for each case, the first represents number, the second percentage.
*Indicates category in which mean scale value of the responses falls.

week, time was spent on tasks such as discussing with the teacher the nature of her interactions with the child, helping the teacher discover the child's resources for achieving success, and helping the teacher recognize possible differences in the values of the child and teacher.

In contrast, over 70 percent of the school social workers revealed that nearly none of their time was devoted to referring teachers with problems. Over 70 percent of the respondents assisted less than a few times each month with the in-service training of teachers or administrators. Table 19 shows, moreover, that 86 percent of the school social workers devoted no more than a few occasions each month to helping bring about new outside-of-school programs through work with part-time employees or other interested persons. Nearly half the respondents participated less than a few times each month, if at all, on school committees to improve effectiveness of all of the special services.

About 60 percent of the school social workers indicated that they worked directly with school administrators at most a few times per month. Specifically, over half stated that nearly none of their time was devoted to encouraging administrators to develop cooperative working relationships with community agencies. About 60 percent worked with school administrators a few times per month to examine the

symptoms and determine the causes of problems in the school system and nearly two-thirds of the respondents consulted with school administrators a few times each month (or much less frequently) in the formation of administrative policy directly affecting the welfare of pupils. Table 19 further indicates that two-thirds of these school social workers seldom felt the necessity to select and periodically revise service modalities and goals. Two-thirds of the respondents took only a few occasions each month to acquaint teachers with community services or work with community agencies.

Strategies for Working with Black Students

A large majority of the Black school social workers (about 78%) reported that they had indeed found strategies which proved particularly helpful in working with Black students. Nearly 70 percent of the respondents identified "personality support" as the most effective strategy and nearly 4 percent identified "ethnic identification" as particularly successful in working with Black students. About 16 percent of the respondents cited "provision of positive experiences through tasks and activities" as having produced successful results in their work. About nine percent of the respondents found strategies to improve the student's

self-insight and self-awareness very beneficial, while another nine percent identified the use of community resources as having proved particularly helpful to Black students. Only about five percent cited "life-space exploration and inquiry" as a particularly successful social work strategy.

Identification and Treatment of Black Students with Poor Self-Concept

When asked to reveal how they identified Black students who had problems because of poor self-concept, Black school social workers indicated (see Table 20) that they relied strongly on their own "assessment, judgment, and interpretation." Table 20 further shows that the three major indicators of poor self-concept were "general behavior descriptors," "negative responses toward self," and "negative responses toward others and environment." The large number of cases in the "general behavior" category (74) indicates that the respondents focused attention on the overall behavior of the Black student before they identified his problem as relating to poor self-concept. An even more important observation was that few of these Black professionals mentioned racial identification as an indicator of poor self-concept.

"Personality support" was the strategy most frequently employed to help Black students with poor self-concept. Few

of the school social workers reported using "ethnic identification" and "community resources" to help Black students with problems of poor self- concept.

Table 20

Identification and Treatment of
Black Students with Poor Self-Concept

How Black Students with Poor Self-Concept Problems are Identified:	Number of Cases (N= 171)	Percent
1) School Social Worker's Assessment, Judgment, Interpretation	147	86.0
2) Observation & Evaluation by Others	41	24.0
3) Self-Reporting	25	14.6

Indicators of Poor Self-Concept	Number of Cases
1) General Behavior Descriptors	
General Behavior	74
Verbalizations	37
General Attitude	6
Total	121
2) Negative Responses Toward Self	
Withdrawal	26
Low Self-Esteem	25
Motivation	14
Insecurity	7
Depressive (Depression)	6
Lack of Interest	3
Defeatest Attitude	3
Defensiveness	3
Loners	2
Drug Abuse	2
Projection	2
Fearful	2
Negativeness	1
Poor Moral Character	1
Anger	1
Anxious	1
	99

Indicators of Poor Self-Concept	Number of Cases
3) Negative Responses Towards Others and Environment	
Aggressiveness	25
Evasiveness	10
Student's Perceptions of How Others View Him	10
Destructiveness	9
Acting Out	7
Attention Seeking	4
Non-Competitiveness	2
Complaints About Parents	2
Total Compliance	1
Extreme Passivity	1
Inability to Stand Critism	1
Apologetic	1
Total	73
4) Quality of Educational Performance & Attendance	
Academic Achievements	31
Feelings About Educational Achievements	15
Attendance	8
Total	54
5) Quality of Personal Appearance	
General Appearance	22
Dress	17
Posture	5
Total	44
6) Mention of Racial Identification	
Overblack	1
How He Sees Himself in Terms of Being Black	1
Knowledge of the Contributions of One's Race	1
Total	3

Strategies Used:	Number of Cases (N = 166)	Percent
1) Personality Support	124	75.0
2) Provision of Positive Experiences Through Tasks and Activities	38	22.9
3) Self-Insight and Self-Awareness Orientation	30	18.0
4) Life-Space Exploration and Inquiry	22	13.2
5) Ethnic Identification	17	9.6
6) Use of Community Resources	8	4.8

IV. ANALYSIS OF TASKS AND CLIENT ORIENTATION OF BLACK SCHOOL SOCIAL WORKERS

Two subsets of data collected in the survey were subjected to factor analysis. In one case, factor analysis was used as a data reduction technique and, in the other, to test an hypothesis. The results of these analyses are discussed in this chapter.

Factor Analysis of Black School Social Worker Tasks

The 57 tasks used in the questionnaire represent a scaled-down version of the 107 items used in the Costin (1969) study, which measured the relative importance of the tasks and the extent to which they could be performed by others with less training. Unlike the Costin study, the measurement scale employed in this study relates to frequency of engagement in a task. For this purpose, a five point scale was used--ranging from "almost constantly" (5) to "less than a few times a month" (1).

Using the varimax rotation method, 7 factors of relatively clear and interpretable content emerged out of the 57 tasks listed in Tables 16 through 19 and have been labeled as follows:

1) Casework services to child.
2) Information gathering and services to parents.
3) Community leadership and participation.
4) Involvement and policymaking with school personnel.
5) Home visiting.
6) Interpretation of authority relationships to parents and child.
7) Planning and assessment of school services.

A minimum factor loading of .35 was used, and all but three of the tasks met this inclusion criterion. A list of the tasks and their factor loading values is contained in Appendix B.

Casework services to child. This factor contains the basic means of helping the child to understand the nature of his or her problems (e.g., helping the child identify conflicts and behavior which interferes with constructive interaction with others; helping the child gain insight into his or her emotional problems; communicating to the child the improvement which can be expected in self and/or family).

Information gathering and services to parents. This factor relates to ways of obtaining information from parents and community agencies for diagnostic purposes and of making contacts with parents and community agencies for assistance

in treatment of the child's problems (e.g., obtaining from parents information on the child's behavior at home and his or her previous development and experiences; clarifying with the parents the nature of the child's problems; consulting with other special service personnel to develop and coordinate an overall treatment approach for the child; encouraging children and families to ask for and make maximum use of community supplementary and enabling services).

Community leadership and participation. Working with groups of parents and community agencies to help improve the social climate for students is the primary theme of this factor (e.g., planning or conducting educational meetings with groups of parents to increase their knowledge about their children's development, their role as parents, etc.; working with groups of parents to channel their concerns about the problems of their school system; working with community agencies and individuals in the identification of unmet needs in the community and the coordination of efforts to meet them).

Involvement and policy making with school personnel. The principal activity here is working with other school personnel to help identify and solve student problems and develop school policies (e.g., discussing with the teacher the nature of interactions with the child; consulting with school administrators in the formulation of administrative policy which directly affects the welfare of pupils).

Home visiting. This factor quite clearly and simply relates to the home visiting tasks of school social workers (e.g., checking on attendance by making home visits in cases of prolonged or unexplained absences; making regular visits to parents to maintain a liaison between home and school in order to reinforce parents' interest and concern for their child's school life).

Interpretation of authority relationships to parents and child. This factor, like "home visiting," was unequivocal and self-explanatory (e.g., interpreting the nature of the school's authority and its expectations to parents who are ignoring school regulations; interpreting to the child the nature of the school's authority and the parents' authority over him or her).

Planning and assessment of school services. The tasks associated with this factor involve working with school administrators to assess the nature of social problems affecting the school system (e.g., working with school administrators individually or in groups to examine the symptoms and to determine the causes of problems in the school system).

The seven factors that emerged from the factor analysis are sensible in their interpretation and represent logical

constructs of patterns underlying the basic activities of Black school social workers.

The frequency of engagement in the tasks was ascertained from the respondents on a five point scale. Table 21 shows the rank order of the factors according to the mean of the scale scores of the tasks contained in each factor.

In addition to presenting a description of the fundamental structure of Black school social worker tasks, the factors provide a few general insights about Black school social worker practices. Perhaps the most interesting pattern revealed in the tasks is the distinction between services to the child and services to the parent. Although direct comparison with the Costin study is difficult because of differences in the scale and in the number of tasks used, the two studies are relatively similar. In the Costin study, which was based upon a predominantly white group of 238 school social workers, 2 of the 9 factors developed involved services to the parents and to the child; namely, casework service to the child and his parents and educational counseling with the child and his parents.

In the present study, however, the treatment process factored out separately for the parents and for the child. Of the 25 tasks included in the factor "casework services to the child," only one task related to working with parents (helping parents develop realistic perceptions of their

Table 21

Rank Order of Black School Social Worker Activities

Factor	Number of Tasks	Factor Mean	Standard Deviation
Casework services to child	25	4.478	.370
Information gathering & services to parents	19	4.437	.345
Interpretaion of authority relationships to parents & child	3	3.354	.009
Home visiting	2	3.882	.177
Involvement & policy-making with school personnel	6	3.597	.766
Planning & assessment of school services	1	3.302	---
Community leadership & participation	8	3.143	.552

child's academic potential and performance, his limitations and his future prospects). That task had a factor loading of only .35--the minimum acceptance level for inclusion. "Working with the child's teachers" had a more significant association with this factor than "working with the parents." The following three teacher-related tasks associated with "casework services to the child" involve sensitizing the teachers so that they may better relate to problem students:

- Helping the teacher recognize possible differences in the values of the child and teacher;
- Helping the teacher discover the child's resources for achieving success; and
- Discussing with the teacher the nature of her interactions with the child.

It is interesting that tasks relating to "providing services to parents" associated more closely in the factor analysis with information gathering than tasks relating to "working with the child." This suggests a disjointed role of the parents in attempts to help the child. The parents are regarded more as sources of information for diagnosing and treating the child's problems than as co-intervention targets. Other information provided by the respondents appears to verify this notion. When asked to identify preferred intervention targets, 106 (60%) of the respondents

picked the parents. Yet, when asked to describe treatment strategies actually employed, 114 listed individual counseling techniques while only 14 stated family counseling techniques.

It appears that one context in which the parents and child are treated as a unit is when it becomes necessary to interpret authority relationships. Where the factor analysis did not reveal an association between parents and child in the treatment process, the two were associated in the factor which emerged related to the interpretation of authority relationships.

As in the Costin study, task factors related to policy making and community leadership ranked lower than casework-type activities. The implication is that Black school social workers do not engage in policy making and community leadership activities as frequently as in casework activities. Because frequency of engagement in an activity does not necessarily translate into importance, it is not apparent from the data that the respondents regarded policymaking and community leadership activities as less important than casework activities. The data also do not suggest a "schism" in the school social work profession over the two types of activities. What is suggested is that both types of activities are important ingredients of the Black school social worker's role in large urban school systems.

Factor Analysis of Social Worker Client Orientation

Intervention in the school system should be premised upon some conception of the nature and function of social work practice. One question arises: Should social work address social problems by concentrating on individual problems--individuals adapting to their environment, or should emphasis be on the environment--changing the environment to meet the needs of the individual? Gordon (1969) has explored these two conceptual approaches by considering the coping ability of the individual and the nature of the impinging environment. In analyzing social worker-client orientations, the strategies, techniques, and tasks utilized were assessed in terms of operational enactments based on their basic premises about the individual and the environment as appropriate social intervention targets.

A recent study by Taber and Vattano (1972) provided a framework for examining worker-client orientation. The authors sought to determine whether clinical and social orientations of social workers are recognizable and whether or not these two orientations are in mutual opposition. On the latter point, they cited considerable social work literature that has placed clinical and social orientations in opposite positions. If a social worker thinks that changing social conditions is the main function of the social work

profession, then he/she will not think that intervention with individuals is tenable. The authors compiled a 62-item scale reflecting clinical and social statements and used the scale with a nationwide sample of 821 social workers. The hypothesis tested stated that one might expect that "...social workers agreeing with 'clinical' statements would tend to disagree with 'social' statements, and vice versa. Consequently, clinical scores would have a substantial and negative correlation with social scores among the total sample of social workers (Taber and Vattano, 1972, p. 39)." Utilizing a factor analysis technique, the authors found five separate factors: psychodynamic-mindedness, social action, social environment-mindedness, title-protection and training, and attitude toward private practice. The study found that "the presumed structure of attitudes--the two camps notion--did not emerge in the responses of practicing social workers" and concluded that "the clinical-social division defined in the social work literature does not characterize attitudes of professional social workers towards their field (Taber and Vattano, 1972, p. 39)."

Respondents in the present study were questioned on the twelve items which composed the psychodynamic and social environment factors in the Taber and Vattano study. The twelve attitudinal concepts and the reactions to them by the survey group are shown in Tables 10 and 11. It was intended

through further analysis of this data to determine 1) what subsets of factors would emerge from the 12 items, and 2) whether there was mutual opposition to the social environment-mindedness and psychodynamic-mindedness orientations, as tested and refuted in the Taber and Vattano study.

The investigators used a factor analytic technique with the 12 items. One of the 12 items was eliminated because it did not load high enough on any factor. Factor analysis enabled refinement of the two factors into the following four factors:

1) Psychodynamic-mindedness--emphasis on the unconscious,
2) Psychodynamic-mindedness--emphasis on ego-functioning,
3) Emphasis on the social environment, and
4) Community education and prevention.

This refinement was not found to be useful from a conceptual standpoint and, for the purposes of later analysis, only the two major factors were examined.

In examining the interrelatedness of psychodynamic-mindedness and social environment-mindedness factors, the conclusions were similar to the conclusions of Taber and Vattano. There was neither a strong positive relationship nor a strong negative relationship ($r = .087$; $p = 0.124$).

Such evidence indicates that the two factors are not diametrically opposed orientations in social work practice, as perceived by our study sample, and would therefore tend to support the further questioning of that proposition.

V. VARIABLES INFLUENCING TREATMENT STRATEGIES AND SCHOOL SOCIAL WORK TASKS

Relevant relationships between respondent characteristics and elements of their school social work practices were examined. Associational patterns in the data were observed, and propositions derived from the relationships were postulated. The results of this phase of the investigation are discussed in this section of the report under the following headings:

- Treatment Methods Specifically Employed Working with Black Students,
- Treatment of Poor Self-Concept Problems, and
- Routine Tasks and Activities.

Associations between the characteristics of the respondents and elements of their professional practices were developed by cross tabulating the two types of variables. To facilitate this process all of the variables were dichotomized. That is, all of the items were collapsed to a binomial level--yes or no, high or low--thus reducing cross comparison of two variables to a 2x2 matrix. Each of the functional characteristics was then paired with each of the treatment technique items, and chi-square significance values were

computed to measure the degree of association between the pairs of variables. For the purposes of the study, 14 respondent characteristics were treated as independent variables and 23 treatment technique items were treated as dependent variables. Definitions of each of the indexed and other variables can be found in Appendix A. The respondent characteristics used were as follows:

A. Professional Participation (Index)

B. Education (Index)

C. Career Commitment (Index)

D. Perceived Autonomy (Index)

E. Organizational Socialization (Index)

F. Psychodynamic-mindedness (Index)

G. Social Environment-mindedness (Index)

H. Work Load: Number of Schools

I. Work Load: Caseload

J. Work Load: Caseload Considered Too Large

K. Work Load: School Size

L. School Compatibility: Office at School

M. School Compatibility: Share an Office

N. School Compatibility: Feel Sharing Office Interferes

The treatment technique items used were:

1. Particular Strategies Found Useful in Working with Black Students (Yes or No)

Types of strategies used were:

2. Life-Space Exploration
3. Personality Support
4. Self-Insight and Self-Awareness Orientation
5. Tasks and Techniques for Involving Students in School Activities
6. Use of Community Resources
7. Ethnic Identification

Means of identifying poor self-concept problems were:

8. Self-Reporting
9. Observation and Evaluation by Others
10. School Social Worker's Own Assessment

Types of strategies used in working with poor self-concept (PSC) problems were:

11. Life-Space Exploration
12. Personality Support
13. Self-Insight and Self-Awareness Orientation
14. Tasks and Techniques for Involving Students in School Activities
15. Use of Community Resources
16. Ethnic Identification

Basic Black school social worker tasks and activities were:

17. Casework Services to Child
18. Information Gathering and Services to Parents

19. Community Leadership and Participation
20. Policy making with School Personnel
21. Home Visiting
22. Interpret Authority Relationships to Parents and Child
23. Plan and Assess School Services

The results of dichotomizing the variables are shown in Tables 22 and 23. Table 22 contains dichotomized measures of 14 characteristics of the survey group, and Table 23 contains dichotomized measures of responses to 23 various elements of school social work practice.

A matrix of the chi-square significance level values resulting from cross tabulating the two sets of variables is shown in Table 24. The levels of significance of the associations in Table 24 range from no significance (1.00) to high significance (0.001). For example, Table 24 shows a highly significant association (.002) between "policy making with school personnel and professional orientation." However, the association between "self-insight orientation" and "professional participation" (.97) was not significant.

Because of the exploratory nature of the study, the need for stringent significance levels in looking for general patterns in the data was not only unnecessary, but was too restrictive for analytical purposes. Consequently, two levels of significance values were examined to determine

Table 22

Data Reduction Results:
Respondent Characteristics

	Characteristics	Number Hi/Yes	Number Lo/No	Number Total	Percent Hi/Yes	Percent Lo/No
A.	Professional Orientation (Index)	118	60	178	66.3	33.7
B.	Education (Index)	125	53	178	70.2	29.8
C.	Career Commitment (Index)	123	55	178	69.1	30.9
D.	Perceived Autonomy (Index)	162	16	178	91.0	9.0
E.	Organizational Socialization (Index)	54	124	178	30.3	69.7
F.	Psychodynamic-Mindedness (Index)	55	123	178	30.9	69.1
G.	Social Environment-Mindedness- (Index)	89	89	178	50.0	50.0
H.	Work Load - Number of Schools	30	148	178	16.9	83.1
I.	Work Load - Caseload Size	81	97	178	45.5	54.5
J.	Work Load - Caseload Considered Too Large	88	81	178	52.1	47.9
K.	Work Load - School Size	10	154	165	6.7	93.3
L.	School Compatibility - Office at School	31	145	176	17.6	82.4
M.	School Compatibility - Share an Office	56	93	149	37.6	62.4
N.	School Compatibility - Feel Sharing Interferes	34	60	94	36.2	63.8

Table 23

Data Reduction Results:
Treatment Methods

Treatment Methods	Number Hi/Yes	Number Lo/No	Number Total	Percent Hi/Yes	Percent Lo/No
1. Specific Strategies Used for Working with Black Students	127	35	162	78.4	21.6
Types of Strategies Used:					
2. Life-Space Exploration	6	107	113	5.3	94.7
3. Personality Support	88	25	113	77.9	22.1
4. Self-Insight & Self-Awareness Orientation	12	101	113	10.6	89.4
5. Tasks & Activities	20	93	113	17.7	82.3
6. Use of Community Resources	12	101	113	10.6	89.4
7. Ethnic Identification	48	82	130	36.9	63.1
Identifying Poor Self-Concept Problems:					
8. Self-Reporting	25	139	164	15.2	84.8
9. Observation & Evaluation by Others	41	123	164	25.0	75.0
10. School Social Worker's Own Assessment	147	17	164	89.6	10.4
Treating Poor Self-Concept Problems:					
11. Life-Space Exploration	22	131	153	14.4	85.6
12. Personality Support	124	29	153	81.0	19.0
13. Self-Insight & Self-Awareness Orientation	30	123	153	19.6	80.4
14. Tasks & Techniques	38	115	153	24.8	75.2
15. Use of Community Resources	8	145	153	5.2	94.8
16. Ethnic Identification	17	147	164	10.4	89.6
Basic Tasks & Activities:					
17. Casework Services to Child	143	35	178	80.3	19.7
18. Info Gathering & Services to Parents	145	33	178	81.5	18.5
19. Community Leadership & Participation	67	111	178	37.6	62.4
20. Involvement in Policymaking with School Personnel	121	57	178	68.0	32.0
21. Home Visiting	118	60	178	66.3	33.7
22. Interpret Authority Relations to Parents & Child	98	80	178	55.1	44.9
23. Plan & Assess School Services	97	81	178	54.5	45.5

Table 24

Cross Tabulation of Respondent Characteristics (Independent Variables) and Treatment Techniques (Dependent Variables): Significance Levels of Chi-Square Value

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
	Professional Participation	Education	Career Commitment	Perceived Autonomy	Organizational Socialization	Psychodynamic-mindedness	Social Environment-mindedness	Work Load-Number of Schools	Work Load-Caseload	Work Load-Client Load Too Large	Work Load-Sch. Size	Sch. Comp.-Office at School	Sch. Comp.-Share Office	Sch. Comp.-Sharing Ofc. Interferes
1. Strategies Used Yes or No	.11	.09	.23	.41	.72	.90	.60	.63	.62	.73	.87	.27	.89	.31
2. Life Space Exploration	.12	.61	.53	.96	.74	.68	.20	.58	.83	.90	.83	.48	.92	.65
3. Personality Support	.16	.95	.36	.30	.39	.88	.06	.85	.02	.32	.72	.87	.88	.90
4. Self Insight Orientation	.97	.29	.51	.12	.01	.78	.34	.67	.21	.92	.93	.79	.95	.67
5. Tasks and Techniques	.95	.83	.97	.53	.48	.98	.07	.93	.02	.81	.83	.73	.96	.78
6. Use Community Resources	.50	.82	.05	.64	.14	.31	.78	.04	.99	.41	.92	.02	.09	.65
7. Ethnic Identification	.66	.09	.27	.71	.85	.89	.75	.95	.84	.84	.25	.95	.22	.91
8. Self Reporting (psc)	.66	.73	.51	.55	.99	.28	.81	.78	.44	.48	.77	.34	.95	.99
9. Observ.& Eval. by Others (psc)	.85	.38	.92	.43	49	.49	.79	.13	.28	.82	.23	.27	.09	.92
10. SSW's Own Assessment (psc)	.48	.67	.58	.96	.81	.50	.87	.12	.10	.98	.48	.36	.86	.82
11. Life Space Exploration (psc)	.95	.95	.93	.68	.99	.43	.32	.12	.85	.84	.02	.58	.98	.14
12. Personality Support (psc)	.53	.92	.42	.91	.64	.86	.64	.05	.02	.06	.08	.88	.89	.10
13. Self Insight Orientation (psc)	.96	.83	.83	.86	.23	.36	.57	.49	.67	.86	.89	.81	.97	.80
14. Tasks and Techniques (psc)	.89	.21	.05	.99	.34	.81	.32	.03	.81	.42	.80	.77	.14	.91
15. Use of Community Resources (psc)	.83	.94	.52	.77	.50	.99	.10	.72	.51	.27	.80	.86	.08	.76
16. Ethnic Identification (psc)	.83	.91	.95	.96	.83	.46	.80	.43	.70	.21	.61	.59	.21	.64
17. Casework with Child	.50	.65	.13	.67	.96	.27	.26	.23	.18	.18	.11	.39	.38	.33
18. Info. Gathering & Services to Parents	.17	.48	.33	.32	.84	.58	.25	.63	.33	.17	.04	.98	.31	.51
19. Community Leadership & Participation	.31	.88	.54	.78	.46	.95	1.00	.19	.12	.30	.38	.24	.10	.86
20. Policymaking with School Personnel	.002	.87	.97	.72	.19	.97	.34	.96	.25	.54	.15	.94	.58	.38
21. Home Visiting	.21	.004	.17	.95	.65	.99	.04	.01	.95	.97	.61	.03	.56	.73
22. Inter. Auth. Rel. Parents & Child	.62	.66	.69	.87	.80	.94	.29	.04	.24	.44	.46	.27	.32	.60
23. Plan & Assess School Services	.95	.43	.88	.91	.72	.88	.76	.64	.27	.91	.17	.87	.07	.38

associational patterns in the data: 0.10, and 0.15 to 0.11. Where the latter level of significance would be unacceptable in the standard research design, we were interested in establishing broad patterns for exploratory purposes, and it was deemed useful for that purpose. Associations involving the lower significance levels are denoted in Table 25.

Table 25 contains pairs of variables with significant chi-square values (i.e., .10; .15 to .11 are indicated by an asterisk). In addition, the direction of the association is also indicated in Table 25. For example, Table 25 shows whether a "Hi" response for a given characteristic has a significant associational influence in a "Hi" or "Lo" direction for a particular treatment technique.

In certain cases the association will go against the trend indicated by the respondents, and these instances are marked by a minus sign (-) in Table 25. A reverse trend exists when, for example, most of the respondents who scored "Hi" on a characteristic also scored "Hi" on a particular treatment method. The data pattern may, however, reveal an underlying current that shows that those who scored "Hi" on the characteristic were less likely to score "Hi" on the treatment method than those who scored "Lo" on the characteristic. In this particular example, the implication is that although the data express an overall trend for "Hi" scores on the use of a specific treatment strategy, those who score

Table 25

Cross Tabulation of Respondent Characteristics (Independent Variables) and Treatment Techniques (Dependent Variables): Higher Correlated Relationships and the Direction of Association

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
	Professional Participation	Education	Career Commitment	Perceived Autonomy	Organizational Socialization	Psychodynamic-mindedness	Social Environment mindedness	Work Load-Number of Schools	Work Load-Caseload	Work Load-Client Load Too Large	Work Load-School Size	School Comp.-Office at School	School Comp Share Ofc.	Sch.Comp.-Sharing Ofc Interferes
1. Strategies Used Yes or No	-Hi/Yes*													
2. Life Space Exploration	-Hi/Hi*													
3. Personality Support	-Hi/Lo						Hi/Hi		Hi/Hi					
4. Self Insight Orientation				Hi/Lo*	-Hi/Hi*									
5. Tasks and Techniques							Hi/Lo		Hi/Lo					
6. Use Community Resources			Hi/Lo		Hi/Lo			-Hi/Hi				Yes/Lo	Yes/Lo	
7. Ethnic Identification														
8. Self Reporting (psc)														
9. Observ.& Eval. by Others (psc)								Hi/Lo*					Yes/Lo	
10. SSW's Own Assessment (psc)								Hi/Hi*	Hi/Hi*					
11. Life Space Exploration (psc)								-Hi/Hi*			Hi/Lo			Yes/Lo*
12. Personality Support (psc)								-Hi/Lo	Hi/Hi	Yes/Hi	-Hi/Lo			Yes/Hi
13. Self Insight Orientation (psc)														
14. Tasks and Techniques (psc)			Hi/Lo					-Hi/Hi					Yes/Lo*	
15. Use of Community Resources (psc)							Hi/Lo						Yes/Lo	
16. Ethnic Identification (psc)														
17. Casework with Child			Hi/Hi*					-Hi/Lo			-Hi/Lo			
18. Info. Gathering & Service to Parents											-Hi/Lo			
19. Community Leadership & Participation									Hi/Lo*				Yes/Lo	
20. Policymaking with School Personnel	Hi/Hi										-Hi/Lo*			
21. Home Visiting		-Hi/Lo					-Hi/Lo	-Hi/Lo				Yes/Hi		
22. Inter. Auth. Rel. Parents & Child								-Hi/Lo						
23. Plan & Assess School Services												-Yes/Lo		

(*) Chi-square significance level .15 to 6.11.
(-) Denotes associational trend is in reverse direction of simple quantitative trend.

"Hi" on the characteristic are less likely to score "Hi" on the treatment method than those who score "Lo" on the characteristic.

A detailed break-out of each of the 2x2 arrays for all of the paired variables identified in Table 25 is presented in Tables 26 through 38. For easy reference, the letters used to designate respondent characteristics in Tables 24 and 25 are featured prominently in Tables 26 through 38.

Methods Specifically Employed Working with Black Students

The implication of this question relates to the issue of whether the Black school social workers have developed specific strategies for working with Black students or do they not treat Black students any differently than they treat students of other racial and ethnic backgrounds. A significant majority, nearly 80 percent of those who responded to the question, indicated that they had adopted specific strategies for helping Black students.

There is an indication, however, that a high level of "professional participation" has a reverse influence upon whether Black school social workers feel special strategies are needed for working with Black students (see Tables 24 and 25). Although half of those who scored high on "professional participation" used specific strategies when

Table 26

Cross Tabulations

1. Strategies Used

			Yes	No	Total	Yes	No
A.	Professional Participation (.10)	Hi	81	28	109	50.0%	17.3%
		Lo	46	7	53	28.4%	4.3%
		Total	127	35	162		

2. Life-Space Exploration

		Hi	Lo	Total	Hi	Lo
	Hi	6	64	70	5.3%	56.6%
	Lo	0	43	43	0	38.1%
(.12)*	Total	6	107	113		

3. Personality Support

		Hi	Lo	Total	Hi	Lo
	Hi	51	19	70	45.1%	16.8%
	Lo	37	6	43	32.8%	5.3%
(.15)	Total	88	25	113		

20. Involvement in Policymaking with School Personnel

		Hi	Lo	Total	Hi	Lo
	Hi	90	28	118	50.6%	15.7%
	Lo	31	29	60	17.4%	16.3%
(.002)	Total	121	57	178		

*Chi-square significance level.

Table 27

Cross Tabulations

21. Home Visiting (psc)

			Hi	Lo	Total	Hi	Lo
B.	Education	Hi	74	51	125	41.5%	28.7%
		Lo	44	9	53	24.7%	5.1%
	(.002)	Total	118	60	178		

Table 28

Cross Tabulations

6. Use of Community Resources

			Hi	Lo	Total	Hi	Lo
C.	Career Commitment (.05)	Hi	4	67	71	3.5%	59.3%
		Lo	8	34	42	7.1%	30.1%
		Total	12	101	113		

14. Tasks and Activities (psc)

		Hi	Lo	Total	Hi	Lo
	Hi	20	82	102	13.0%	53.6%
	Lo	18	33	51	11.8%	21.6%
(.05)	Total	38	115	153		

17. Casework Services to Child

		Hi	Lo	Total	Hi	Lo
	Hi	103	20	123	57.9%	11.2%
	Lo	40	15	55	22.5%	8.4%
(.13)	Total	143	35	178		

Table 29

Cross Tabulations

4. Self-Insight Orientation

			Hi	Lo	Total	Hi	Lo
D.	Perceived Autonomy (.12)	Hi	9	94	103	7.9%	83.2%
		Lo	3	7	10	2.7%	6.2%
		Total	12	101	113		

Table 30

Cross Tabulations

4. Self-Insight Orientation

			Hi	Lo	Total	Hi	Lo
E.	Organizational Socialization (.01)	Hi	8	27	35	7.1%	23.9%
		Lo	4	74	78	3.5%	65.5%
		Total	12	101	113		

6. Use of Community Resources

		Hi	Lo	Total	Hi	Lo
	Hi	1	34	35	0.9%	30.1%
	Lo	11	67	78	9.7%	59.3%
(.14)	Total	12	101	113		

Table 31

Cross Tabulations

3. Personality Support

		Hi	Lo	Total	Hi	Lo
G. Social Environment-mindedness (.06)	Hi	49	8	57	43.4%	7.1%
	Lo	39	17	56	34.5%	15.0%
	Total	88	25	113		

5. Tasks and Activities

		Hi	Lo	Total	Hi	Lo
	Hi	6	51	57	5.3%	45.1%
	Lo	14	42	56	12.4%	37.2%
(.07)	Total	20	93	113		

15. Use of Community Resources (psc)

		Hi	Lo	Total	Hi	Lo
	Hi	1	71	72	0.6%	46.4%
	Lo	7	74	81	4.6%	48.4%
(.10)	Total	8	145	153		

21. Home Visiting

		Hi	Lo	Total	Hi	Lo
	Hi	52	37	89	29.2%	20.8%
	Lo	66	23	89	37.1%	12.9%
(.04)	Total	118	60	178		

Table 32

Cross Tabulations

6. Use of Community Resources

			Hi	Lo	Total	Hi	Lo
H.	Number of Schools	Hi	5	14	19	4.4%	12.4%
		Lo	7	87	94	6.2%	77.0%
(.04)		Total	12	101	113		

9. Observation & Evaluation by Others

		Hi	Lo	Total	Hi	Lo
	Hi	3	23	26	1.8%	14.0%
	Lo	38	100	138	23.2%	61.0%
(.13)	Total	41	123	164		

10. School Social Worker's Own Assessment

		Hi	Lo	Total	Hi	Lo
	Hi	26	0	26	15.8%	0
	Lo	121	17	138	73.8%	10.4%
	Total	147	17	164		

11. Life-Space Exploration (psc)

		Hi	Lo	Total	Hi	Lo
	Hi	6	16	22	3.9%	10.5%
	Lo	16	115	131	10.5%	75.1%
(.12)	Total	22	131	153		

12. Personality Support (psc)

		Hi	Lo	Total	Hi	Lo
	Hi	14	8	22	9.2%	5.2%
	Lo	110	21	131	71.9%	13.7%
(.05)	Total	124	29	153		

14. Tasks and Activities (psc)

		Hi	Lo	Total	Hi	Lo
	Hi	10	12	22	6.5%	7.8%
	Lo	28	103	131	18.3%	67.4%
(.03)	Total	38	115	153		

17. Casework Services to Child

		Hi	Lo	Total	Hi	Lo
	Hi	18	12	30	10.1%	6.8%
	Lo	125	23	148	70.2%	12.9%
(.005)	Total	143	35	178		

21. Home Visiting

		Hi	Lo	Total	Hi	Lo
	Hi	13	17	30	7.3%	9.6%
	Lo	105	43	148	58.9%	24.2%
	Total	118	60	178		

22. Interpret Authority Relationship to Parents and Child

		Hi	Lo	Total	Hi	Lo
	Hi	11	19	30	6.1%	10.7%
	Lo	87	61	148	48.9%	34.3%
(.04)	Total	98	80	178		

Table 33

Cross Tabulations

3. Personality Support

			Hi	Lo	Total	Hi	Lo
I.	Caseload	Hi	46	6	52	40.7%	5.3%
		Lo	42	19	61	37.2%	16.8%
	(.02)	Total	88	25	113		

5. Tasks and Activities

		Hi	Lo	Total	Hi	Lo
	Hi	4	48	52	3.5%	42.5%
	Lo	16	45	61	14.2%	39.8%
(.02)	Total	20	93	113		

10. School Social Worker's Own Assessment

		Hi	Lo	Total	Hi	Lo
	Hi	70	4	74	42.7%	2.4%
	Lo	77	13	90	47.0%	7.9%
(.10)	Total	147	17	164		

12. Personality Support (psc)

		Hi	Lo	Total	Hi	Lo
	Hi	62	7	69	40.5%	4.6%
	Lo	62	22	84	40.5%	14.4%
(.02)	Total	124	29	153		

19. Community Leadership & Participation

		Hi	Lo	Total	Hi	Lo
	Hi	25	56	81	14.0%	31.5%
	Lo	42	55	97	23.6%	30.9%
(.12)	Total	67	111	178		

Table 34

Cross Tabulations

12. Personality Support (psc)

			Hi	Lo	Total	Hi	Lo
J.	Work Load Case-load Too Large (.06)	Yes	63	9	72	43.4%	6.2%
		No	54	19	73	37.3%	13.1%
		Total	117	28	145		

Table 35

Cross Tabulations

11. Life-Space Exploration

			Hi	Lo	Total	Hi	Lo
K.	Work Load	Hi	0	10	10	0	6.9%
	School Size	Lo	20	114	134	13.9%	79.1%
	(.02)	Total	20	124	144		

12. Personality Support (psc)

		Hi	Lo	Total	Hi	Lo
	Hi	7	3	10	4.9%	2.1%
	Lo	110	24	134	76.3%	16.7%
(.07)	Total	117	27	144		

17. Casework Services to Child

		Hi	Lo	Total	Hi	Lo
	Hi	6	4	10	3.7%	2.4%
	Lo	131	23	154	79.9%	14.0%
(.10)	Total	137	27	164		

18. Info. Gathering & Services to Parents

		Hi	Lo	Total	Hi	Lo
	Hi	7	3	10	4.2%	1.8%
	Lo	130	24	154	79.3%	14.7%
	Total	137	27	164		

20. Policymaking with School Personnel

		Hi	Lo	Total	Hi	Lo
	Hi	5	5	10	3.0%	3.0%
	Lo	107	47	154	65.3%	28.7%
(.15)	Total	112	52	164		

Table 36

Cross Tabulations

6. Use of Community Resources

			Hi	Lo	Total	Hi	Lo
L.	School Comp. Office at School (.02)	Yes	7	89	96	6.2%	78.8%
		No	5	12	17	4.4%	10.6%
		Total	12	101	113		

21. Home Visiting

		Hi	Lo	Total	Hi	Lo
	Yes	103	42	145	58.5%	23.9%
	No	15	16	31	8.5%	9.1%
(.03)	Total	118	58	176		

Table 37

Cross Tabulations

6. Use of Community Resources

		Hi	Lo	Total	Hi	Lo
M. School Comp. Share Office (.09)	Yes	3	57	60	3.0%	57.0%
	No	7	33	40	7.0%	33.0%
	Total	10	90	100		

9. Observation & Evaluation by Others

	Hi	Lo	Total	Hi	Lo
Yes	20	69	89	14.2%	49.3%
No	19	32	51	13.6%	22.9%
(.09) Total	39	101	140		

14. Tasks and Activities

	Hi	Lo	Total	Hi	Lo
Yes	16	63	79	12.3%	48.5%
No	17	34	51	13.0%	26.2%
(.14) Total	33	97	130		

19. Community Leadership & Participation

	Hi	Lo	Total	Hi	Lo
Yes	28	65	93	18.8%	43.6%
No	25	31	56	16.8%	20.8%
(.10) Total	53	96	149		

23. Plan & Assess School Services

	Hi	Lo	Total	Hi	Lo
Hi	44	49	93	29.5%	32.9%
Lo	36	20	56	24.2%	13.4%
(.07) Total	80	69	149		

Table 38

Cross Tabulations

11. Life-Space Exploration (psc)

			Hi	Lo	Total	Hi	Lo
N.	School Comp.						
	Sharing	Yes	5	46	51	6.3%	58.2%
	Interferes	No	7	21	28	8.9%	26.6%
	(.14)	Total	12	67	79		

12. Personality Support

		Hi	Lo	Total	Hi	Lo
	Yes	44	7	51	55.6%	8.9%
	No	19	9	28	24.1%	11.4%
(.10)	Total	63	16	79		

working with Black students, those who scored high on this measure were less likely to say "yes" to this question than those with lower "professional participation" scores.

The treatment technique mentioned most frequently as a specific tool for working with Black students is "personality support." "Personality support" was defined as a set of strategies related to reinforcing strengths, encouraging self-expression, and helping to develop self-esteem in the client. Of those responding to the question, nearly 80 percent identified this treatment approach as particularly useful in working with Black students.

Proposition: One of the major problems Black school social workers are addressing with Black students is lack of self-esteem and self-worth. The high incidence of this type of problem has apparently evoked the use of "personality support" as the technique used most often in working with Black students.

Table 25 shows a significant relationship between "social environment-mindedness" and the use of "personality support." Those rated high on "social environment-mindedness" were more likely to use "personality support" as a technique than those with low "social environment-mindedness" scores.

Proposition: A social environment orientation provides a useful context for understanding and addressing the problems of Black students at the casework level. Respondents who ranked high on "social environment-mindedness" were more likely to use "personality support" when the major symptoms of troubled Black youth are low self-esteem and low self-worth.

The only other treatment technique mentioned with any degree of frequency was "ethnic identification." This type of treatment strategy related specifically to addressing psychological problems associated with being Black. Thus, this type of treatment was also related to the "personality support" strategy. Only one in three respondents stated they used techniques related to ethnic identification.

Proposition: Black students face problems related to being Black in a racist society. In relating to and helping these students, social workers must be prepared to deal with this aspect of the Black student's array of problems.

The third most frequently cited treatment technique used in working with Black students is the provision of positive experiences through "tasks and activities." The method employed in this technique is to expose the child to positive experiences through group or individual tasks and activities, and it is used to help build self-esteem and develop positive character traits. Eighteen percent of the respondents mentioned that they had used this technique.

Proposition: Conceptually, the technique of helping to provide students with positive experiences is also closely associated with "personality support" and addresses the endemic Black problems of low self-esteem and self-worth, as well as the problems that relate to lack of acculturation.

Other types of treatment strategies cited less frequently by the respondents were "self-insight and self-awareness orientation," "use of community resources," and "life-space exploration." The technique of "self-insight orientation" aims at making the child understand his or her own behavior. "Use of community resources" applies to ascertaining whether adequate clothing, housing, economic

support, and various other community services for the child have been provided. "Life-space exploration" is primarily undertaken to develop useful information about the client's past and present experiences. All of these treatment strategies, although cited as useful in working specifically with Black students, appear to be general casework techniques that do not conceptually tie-in with any particular aspect of the typical, troubled, young Black psyche.

An interesting observation regarding the types of responses cited as useful in working with Black students is that, where most often the strategies employed by Black school social workers concentrated on the problems of low self-esteem and low self-worth, no clear pattern of strategies emerged from their responses for treating the important and often troublesome problems associated with Black student hostility and self-hatred.

Poor Self-Concept Problems

Low self-esteem and low self-worth are major problems confronted by Black school social workers. Responses to the question regarding the type of treatment strategies used in dealing with problems of poor self-concept--a closely related if not identical issue--indicated a clear association between the use of "personality support" as a technique and the poor

self-image problem. Eighty-one percent of the respondents cited the use of "personality support" as an appropriate strategy for treating problems of poor self-concept as Table 39 indicates.

The number of respondents for the two questions differs. Only those who stated that they used specific strategies when working with Black students (127) responded to the first question. All of the respondents (178) were asked to answer the second question relating to strategies used in dealing with problems associated with poor self-concept. In both instances, an overwhelming majority of the responses fell in the category "personality support."

The data indicate a fairly strong pattern of correlation between "work load" and the use of "personality support" as a technique in treating problems associated with poor self-concept. High use of "personality support" was significantly related to size of caseload and whether the respondent felt his caseload was too large (see Tables 25, 33 and 34). There were also negative trends associated between "personality support" and the number of schools served, and between "personality support" and the average size of the schools served (see Tables 25, 32 and 35). The overall trend was for those with a large number of schools and those serving large student populations to use "personality support," but they were less likely to use this strategy than

Table 39

Rank and Incidence of Strategies Used in Treating Poor Self-Concept Problems

Treatment Strategy	Rank	General Treatment*	Rank	Poor Self-Concept
Personality Support	(1)	77.9	(1)	81.0
Ethnic Identification	(2)	36.9	(5)	10.4
Tasks and Activities	(3)	17.7	(2)	24.8
Self-Insight Orientation	(4)	10.6	(3)	19.6
Use of Community Resources	(5)	10.6	(6)	5.2
Life-Space Exploration	(6)	5.3	(4)	14.4

* Percent of Respondents

those who served a smaller number of schools and smaller student populations. Thus, there is an indication that "school size" and "number of schools served" have a bearing on the selection of treatment strategies.

The second most frequently cited strategy for treating problems of poor self-concept was the "tasks and activities" technique. Like "personality support," the use of the "tasks and activities" strategy correlated with the number of schools served but in the opposite direction. Where the overall trend indicates low use of "tasks and activities," those who serve a large number of schools are more likely to use "tasks and activities" than those with fewer schools (see Tables 25 and 32).

Using the "personality support" strategy requires an intimate and directly supportive relationship between caseworker and student. On the other hand, the use of "tasks and activities" (such as suggesting students participate in sports, drama, and other school and community activities), while also supportive, requires less intimacy. This may be the reason why serving a large number of schools and/or a large student population has a negative influence on developing the necessary worker/client rapport for effective "personality support."

Proposition: Work load factors, such as the number of schools and size of schools served, affect the level of intimacy with students. The level of intimacy, in turn, affects the types of treatment techniques employed. A social worker serving a large number of schools and/or large student populations is likely to be more impersonal in working with the troubled child.

While one in three Black school social workers cited "ethnic identification" as a general treatment technique, only one in ten cited it for use in treating poor self-concept. The use of "ethnic identification" dropped from second to fifth by the survey group as a strategy particularly valuable for treating problems associated with poor self-concept. The decreased use of "ethnic identification" in treating problems associated with poor self-concept raises an interesting question. Because being Black plays an important role in the self-concept of Black students and "ethnic identification" techniques deal with aspects of the Black student's cultural and socio-psychological world, one might expect that each would complement the other. Yet, the respondents indicated less application of the technique for this type of problem than would be expected.

Proposition: Black school social workers are not fully exploring and relating to the role that race and racism play in those problems associated with the poor self-concept of Black students.

Other treatment techniques used for treating problems of poor self-concept were "self-insight and self-awareness orientation," "life-space exploration," and "use of community resources." Each is a standard social work technique and does not appear to have any particularly unique significance for working with Black students.

In identifying students with problems of poor self-concept, the respondents indicated that they relied most on their own judgments. Other forms of identification consisted of reliance on the evaluation of others and on self-reporting by individual students. Although 85 percent of the school social workers expressed reliance on their own assessments, Tables 25, 32 and 33 indicate that the use of active (own assessment) vs. passive (referral) indentification of problems of poor self-concept is influenced by the number of schools served and caseload size. School social workers with large caseloads and those serving a large number of schools rely more upon their own assessments

than those with smaller caseloads and fewer schools. Conversely, the data also indicate that those with a large number of schools rely less upon the evaluation of others than those with a smaller number of schools.

Proposition: Working relationships with school personnel and students become less integral as caseload size and the number of schools served increases and school social workers are forced to rely more upon their own judgments in identifying problem students and less upon the cooperative efforts of others.

Tasks and Activities

Chapter IV provides a detailed discussion of the analysis of tasks routinely carried out by Black school social workers. Cross tabulation of tasks and activities with the respondent characteristics, however, reveals some additional relationships and patterns. The data indicate that frequency of engagement in the tasks is influenced by various characteristics of the respondents. The characteristics bearing the influence are what might be described in certain cases as "theoretical/attitudinal" and in others as "situational." In most instances, the associations revealing the influence

of theoretical/attitudinal-type characteristics are easily subjected to logical interpretations. Relationships in this category are as follows: Respondents rated high in "professional orientation" tended to have a high "involvement in policymaking with school personnel" (Tables 25 and 26). Respondents rated high on "career commitment" tended to have a high engagement in "casework services to the child" (Tables 25 and 28). Finally, although on the whole "home visiting" was regarded as a routine task, those rated high on "education" tended to use "home visiting" less than those rated low on "education." Those rated high on "social environment-mindedness" also tended to use "home visiting" less than those rated low on the same factor (Tables 25, 27, and 31). All of these propositions constitute findings which are signficicant but are not entirely unexpected--except for the negative association between high "social environment-mindedness" and lesser use of "home visiting." It would ordinarily be expected, according to traditional thinking, that school social workers with social environment orientations would be actively engaged in home visiting. They would, at least, not be expected to use this type of activity less than those with low social environment orientations. There is no apparent explanation for this seemingly contradictory association.

Other factors influencing the school social workers' engagement in tasks and activities are situational in nature. Respondent characteristics having the greatest influence are number and size of schools served. Specifically, although there was a general tendency toward engagement in all tasks, respondents serving a large number of schools tended to engage less in "casework services to the child," "home visiting," and "interpreting authority relationships between parents and child" than respondents serving fewer schools (Tables 25 and 32). Similarly, respondents serving large schools tended to engage less in "casework services to the child," "information gathering and services to parents," and "policymaking with school personnel" than respondents serving smaller schools (Tables 25 and 35).

Proposition: Practical factors in the work lives of school social workers, such as size and number of schools served, have a major bearing on the type of practice carried out by Black school social workers.

VI. CONCLUSIONS AND HYPOTHESES

This study has examined the roles that Black school social workers play in the development of educational and supportive services. The investigators analyzed tasks and techniques used by a sample population of Black school social workers in the delivery of mental health services to public school students.

The following major conclusions were drawn from the analysis of respondents' functional characteristics:

1) The vast majority of the school social workers were female (82%). Since the field of social work has historically been dominated by females, this finding is consistent with that trend.

2) The sample consisted of highly experienced personnel. The average number of years that the respondents had been employed as social workers was 19. Ten years was the average time the respondents had been employed in the work-role they were performing at the time of questioning.

3) A large majority of the school social workers (74%) had earned Master of Social Work (MSW) degrees.

4) Few school social workers (17%) had graduate field placement experiences in school settings.

5) When the school social workers first began working in the public schools, they had to learn job expectations primarily on their own. Also, only a few (2%) had the opportunity to profit from job orientation experiences.

6) Most of the school social workers (64%) expressed a high level of job satisfaction and indicated that their caseloads were within a manageable range.

7) Regarding perceived autonomy, a large majority (80%) of the school social workers indicated that they felt they had a high degree of control over their jobs.

8) The school social workers agreed that executive-level school administrators exerted more influence on their jobs than middle-level school administratros, such as principals and assistant principals.

9) Elementary level children were the primary recipients of the services of school social workers sampled in this study.

Based on the analysis of the tasks and techniques that Black school social workers employ in their work with Black youngsters, the findings of this study suggest the following conclusions:

1) The Black school social workers surveyed were for the most part clinically oriented. They focused their attention primarily on the emotional and social-behavior

problems of their clients and did so in an effort to help the Black child function more effectively in the public school environment.

2) The troubled child's family was preferred as a target for intervention in treating the child, but the school social workers rarely worked directly with families.

3) The treatment strategy most frequently employed was "personality support." This strategy was most often used by the Black school social workers when they worked with Black youngsters who had low images of self-esteem.

4) There were no innovative treatment strategies suggested for working with Black youngsters who are aggressive, hostile, or enraged. It also appears the Black school social workers are not fully exploring and relating to the role that race and racism play in those problems that are associated with the poor self-concept of Black students.

5) Situational factors, such as number of schools served and caseload size, were observed to exert a more significant influence on the type of treatment strategies employed by Black school social workers than attitudinal/ theoretical factors such as career commitment, education, professional orientation, and client orientation.

6) Despite the fact that Black school social workers indicated that their suggestions for change were generally welcomed and accepted, they actually had infrequent contact with school administrators. Consequently, the data

suggest that the potential of Black school social workers for influencing the policy making process of the school system was for the most part underutilized.

Based upon the major findings of this exploratory study and in light of the fact that there are no direct comparable studies reported in the research literature, the following nine hypotheses are suggested for further study:

Hypothesis I. There will be a significant inverse relationship between degree of professional participation of Black school social workers and their use of special strategies in working with Black students.

Hypothesis II. The kind of strategies that Black school social workers select will be significantly related to certain situational job factors, such as number of schools served and caseload size.

Hypothesis III. Black school social workers use of "personality support" as a helping technique will be significantly related to the incidence of low self-esteem problems of Black students.

Hypothesis IV. There will be a significant inverse relationship between Black school social workers' effectiveness and their use of the casework service approach with Black students.

Hypothesis V. There will be a significant inverse relationship between Black school social workers' effectiveness and their selection of intervention targets.

Hypothesis VI. Degree of professional participation of Black school social workers will be significantly related to their involvement in policy making with other school personnel.

Hypothesis VII. There will be a significant relationship between degree of career commitment and Black school social workers' use of the "casework services to the individual child" task.

Hypothesis VIII. There will be a significant inverse relationship between the educational level of Black school social workers and their use of home visiting as a helping strategy.

Hypothesis IX. There will be a significant inverse relationship between the orientation of "social environment-mindedness" and Black school social workers' use of the social environment as a target of intervention.

APPENDIX A

RESEARCH METHODOLOGY

Appendix A

Research Methodology

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APPENDIX A: RESEARCH METHODOLOGY

A. BASIC DESIGN

This exploratory study focuses on a procedure to provide evidence for (1) the association of variables and (2) the formulation of hypotheses. A general proposition which offers a suggested explanation for the factors influencing the behavior of the workers sampled is crucial in that it will serve the function of directing our efforts to order the facts. Systems theory has been the basic frame of reference which has facilitated the process of asking pertinent questions in this investigation.

The investigation has consisted of two parts: (1) a descriptive study of independent variables (professional orientation, career commitment, perceived autonomy, organizational socialization, school compatibility, and workload of Black school social workers) and of dependent variables (strategies and tasks used by Black school social workers); and (2) a bivariate analysis of the relationship between the independent and dependent variables.

Later use of the data may warrant looking more specifically at a multivariate design. The investigators decided that such a design would not be the most appropriate for this study. In examining the rela-

tionship between the degree to which the school social worker perceives his/her autonomy within the school system and the types of intervention he/she uses, the investigators did not control for age, sex, or professional orientation, all of which might later prove helpful in explaining a portion of the variability. Again, our data and conclusions will suggest additional hypotheses and further testing.

B. DATA COLLECTION AND SAMPLING PROCEDURES

The objectives of the investigators were as follows: (1) to select sites in large metropolitan areas that presented high concentrations of Black school social workers (20 or more) and of Black students, and (2) to select sites that were close to Washington, D.C.

1. The Sites

The sample consisted of 178 subjects, all of whom were Black school social workers employed in seven public school systems.

The table below indicates the following information:

(1) Cities Studied,

(2) Total Number of Black School Social Workers in the Public School System,

(3) Total Number of Black School Social Workers Taking Part in the Study, and

(4) % Response Rate.

City	Total # BSSW	Total # in Study	% Response Rate
Atlanta	28	20	71%
Baltimore	32	24	75%
Chicago	40	23	56%
Detroit	56	41	71%
Gary	30	24	80%
Indianapolis	22	20	90%
New York	100	26	26%
Total	308	178	Overall 58%

Note: Washington, D. C. was used as a pretest site for the study instrument.

From a total of 308 Black school social workers, 178 participated in the study as indicated above. The response rate was 58%. Certain city school systems had higher response rates than others. Gary and Indianapolis had response rates of 80% and 90% respectively, whereas Chicago and New York had response rates of only 58% and 26% respectively.

2. The Subjects

The following demographic characteristics were used to describe the respondents: sex, age, income, and years living in city where employed.

Females composed 82% of the sample, compared to 18% males. In regard to age, 23% were 25-34 years old; 29% were 35-44; 38% were 45-54; and 10% were 55 years old and above. There was diversity of income. 1% had an annual income of less than $9,000. 46% had incomes between $9,000 and $15,000. 53% had incomes above $15,000.

3. Procedures for Subject Selection

The final study sample was determined on a voluntary basis. School social workers not interested in participating in the study were not involved.

The attempt of the investigators, ideally, was to treat the study as a census. Thus, there was no attempt made to randomly sample social workers from within the various school districts. Because participation in the study was voluntary, various school social workers did not take part in the study, as the resulting 58% response rate indicates. Had the sampling been random, considering the degree of participation, the response rate would likely have been adequate to make inferences regarding the seven cities involved in the sample. However, the

response rate falls short of the 80-90% required by the U.S. Census Bureau for census interpretation, and the lack of random selection renders inference-making difficult. With a 58% response rate and no random sampling, bias is introduced into the sample in making inferences to all Black school social workers in the seven cities. This sampling problem thus becomes a limitation of the study.

C. INSTRUMENT DEVELOPMENT

1. Organization of the Instrument

The instrument utilized was a structured interview containing 55 items, requiring an average of one hour and fifteen minutes to administer and consisting of three types of schedule items: (1) close-ended questions, (2) open-ended questions, and (3) Likert-scale items.

By conceptualizing the nature of the variables in the interview schedule, the investigators developed specific items and scales. A total of seven independent variables were examined. Items used to operationalize the variables were not necessarily presented in one sector of the instrument but were often spread throughout. In the instance where one interconnected set of questions was used to operationalize a variable, these items were consecutive so as to promote continuity in responses. Open-ended questions were designed to provide some

freedom to the respondent and to provide as few limitations as possible on the response potential. Close-ended questions provided more structure for the respondents. Questions were also used that interrelated with earlier ones, based on the respondents' answers. For example, certain questions, if answered "Yes," allowed the respondents to answer the next question. Those interviewed who might have responded "No" to that particular item did not answer the next question. An example might be "Do you share an office?" Those who responded "Yes" would then be asked, "With whom do you share an office?" Respondents who did not have an office would of course not answer the question in regard to sharing (See Appendix C, the actual instrument).

2. Pretest

The purpose of the pretest was to determine the appropriateness of the questions in terms of form, wording, and content. The pretest of the entire instrument was completed in Washington, D.C., with local Black school social workers. Interviews were completed with 10 of 20 Washington Black school social workers, 9 of whom were female, with a median age of 34. More than half of the group had a least 4 years experience in a school system.

3. Description of the Specific Independent Variables Developed in the Study

a. Professional Orientation

Social workers have historically been concerned and aware of their professionalism. Many criteria have evolved in attempting to determine and rate various occupations in terms of their professionalization. The most frequent criteria cited in the literature (Etzioni, 1969; Lynn, 1965; Hughes, 1973; Greenwood, 1966) are that the profession have:

1) a knowledge base all its own,
2) community sanction,
3) professional authority,
4) a regulative code of ethics,
5) a professional culture,
6) a period of training, and
7) external vs. internal control.

A number of independent variables considered in this study focus on various criteria of professionalization as well, because the study involves professionals in an organizational setting. The primary focus to be considered in relation to the variable of professional orientation involves professional participation and length and type of training. These two criteria are invariably tied together. The professional culture develops standards for performance, which are tied to educational requirements. Thus, length of training as well as quality of training become important. The NASW Standards for Social Service Manpower (1975) discusses skills of performance as well as

educational requirements. The Council on Social Work Education (1969) provides guidelines for structuring curriculum in schools of social work, with the sanction of accreditation being used to secure compliance. Etzioni (1969) discusses the length of training as an important variable in discussing professionalization. He considers a two-year graduate program (leading to the MSW, which until two years ago was the only professional degree in social work and which is still the modal degree) insufficient to qualify social work as an established profession, and consequently he considers social work a semiprofession, along with nursing, pharmacy, library science, and others.

Another related aspect of professional orientation is that of participation and commitment to the various symbols that are the heartbeat of professions--the dissemination and sharing of knowledge through various activities--by means of conferences, journals, training sessions, membership in professional organizations, and so on. Epstein (1970) developed an index of professional participation, including such items as participation in professional organizations, papers presented to professional groups, published papers, conferences attended, and readership of professional journals.

Thus, the key concepts that emerge in our attempt to develop a measure of the variable professional orientation are the professional education, as defined by levels of formal training within the university system, and involvement in

activities deemed symbolic of professional participation. Each of these two measures will have a separate index.

As a means of operationalizing these components of professional orientation, the investigators utilized degree levels and work beyond degree levels in an attempt to develop a hierachy of professional orientation. The doctorate was found to appear so infrequently in our sample (1%) that this terminal degree was not considered in the design or data analysis, despite its obviously large impact on professional orientation. The second approach at operationalizing professional orientation (i.e., professional participation) was to determine the quantitative involvement in the following activities deemed consistent with professionalization: number of conferences attended, membership in professional organizations, attendance at inservice training sessions, number of journal articles read during a specified period of time, and possession of the Master's Degree in Social Work. Additional data have also been collected in order to provide an overall picture of the study sample. Information (such as area of concentration, field placement, year awarded various degrees, etc.) has been provided for that purpose.

b. Career Commitment

Different models for investigating career commitment and career development exist. Super (1957) indicates an approach

to analysis of the responsibilities and conflicts inherent in different stages of career choice. The sequence is as follows:

Stage 1) Adolescence as exploration: developing a self concept.

Stage 2) The transition from school to work: reality testing.

Stage 3) The floundering or trial process: attempting to implement a self concept.

Stage 4) The period of establishment: the self concept modified and implemented.

Stage 5) The maintenance stage: preserving or being nagged by the self concept.

Stage 6) The years of decline: adjustment to new self.

Thus, Super's typology of career choice and commitment stages provide a framework involving various activity alternatives within each stage. Based upon the nature of the respondents in this investigation, the last five stages would appear to be most relevant, since there are no adolescents and since there are a number of respondents near retirement. Super also places emphasis on the internal workings of the individual and the process that leads to choice. Emphasis is placed on self-concept. Literature in the area of career commitment has changed emphasis throughout the years. Super seems to emphasize

the process more than the event. Our interest in investigating this concept was in the area of actual decisions made, and possible projections as to what decisions might be made in the future, although certain process components were looked at as well.

Emphasis was also placed on the commitment of the respondent to his profession, to his job, and questions were put to him/her with that in mind. Allport (1937) discusses the difference between tentativeness and commitment in regard to choices that individuals make; that bifurcation is purposeful to decision-making in general and very much also to decisions regarding career. Our questions were aimed at determining the degree of commitment that the respondents felt toward their particular careers.

c. Social Worker Client Orientation

Historically, as an emerging profession in the early 1900's and an established profession today, social work has presented the professional practitioner with a changing and often conflicting framework as to the target of intervention. Faced with assimilating a large knowledge base that attempts to bridge the gap between the individual and society, social work has developed various interventive repertoires involving different methods and skills. Developing from the Charity Organization Society Movement in the late 1800's social work, took over the volunteer aspect of charity. Early in the 1900's

a split developed between (1) those social workers intent on changing the institutions through the Settlement House Movement (mostly a neighborhood movement at the time) to allow the individual a more fulfilling life and (2) those social workers who felt that the prime function of the profession was to get the individual to cope better with his/her environment. The introduction of Freud's psychoanalysis into the United States influenced much of social work, which in varying degrees attached itself to the psychoanalytic model (Lubove, 1960). The impact of the Depression of the early 1930's moved the profession more squarely into the public sector and brought on greater thinking about the "environmental" aspects of man coping with his surroundings. In the 1950's, with great strides having been taken in the social sciences, social work again began to rethink the balance between individual and environment. Educationally, social work initially presented training through field of service--e.g., medical social work, school social work, psychiatric social work, etc. Training was originally not formalized through universities but was based in the agency on a proprietary basis. Later, as social work professional education moved to the campus and was reformulated, methods were, and still are, frequently divided into casework, groupwork, and community organization work, with one aspect of community organization being social action. Today, a generic approach to teaching social work intervention is frequently utilized, such as the one presented by Pincus and Minahan (1973).

The client orientation variable attempts to measure the perception of Black school social workers in relation to the functions of social work. Should social workers pursue the individual's unconscious as a means of bringing about improved relationships between individual and environment? Should the profession be moving towards changing institutions, where the institutions are considered the targets of intervention, rather than individuals? Gordon (1969) has discussed two different frameworks as possible entries for social work intervention. Their foci are the impinging environment and the coping ability of the individual, respectively.

The brief discussion presented above was intended to lay out some of the historical and current issues that make the variable "client orientation" so important and essential in regard to observing its relation to the strategies and techniques utilized by the respondents in the study. Mercer (1969), in a different conceptual context, discusses the differences between the clinical and social systems perspectives, but her discussion is more emphatically concerned with the area of deviance investigation and the labeling process and is focused on an interactional framework. Nevertheless, her findings relate to the two different foci. Taber and Vattano (1970) developed an instrument to measure clinical and social orienta-

tions in social work. Similarly, they discuss the historical significance of the variable, indicating that the literature of the day leads one to the hypothesis that the "clinical" and "social" frameworks for intervention are truly contradictory. Their two major premises are that the social and clincal orientations "could be reflected in unambiguous and relevant statements, shown to have reliability and validity, and would have a significant relationship with other relevant variables; and that 'clinical and social orientations represent opposite ends of a single continuum'--that is, social workers who tended to agree with 'clinical' statements would tend not to agree with 'social' statements [Taber and Vattano, 1970, p. 37]." Starting with an item pool of 120, items not considered satisfactory were dropped. The 62 items that remained were presented to a random sample of NASW members and ultimately factor analyzed. Taber and Vattano (1970), came up with five factors: psychodynamic-mindedness, social action, social environment-mindedness, title protection and training, and attitude toward private practice. In their conclusions they indicate that "the presumed structure of attitudes--the two-camps notion--did not emerge in the responses of practicing social workers [Taber and Vattano, 1970, p. 42]."

Although the original item pool consisted of 62 items, the investigators in this study utilized only those items found under the two factors: psychodynamic-mindedness and social

environment-mindedness. Six items were found under each of the two factors, and subsequently 12 items were utilized to evaluate the client orientation of the Black school social worker. By means of factor analysis, the two factors borrowed from Taber and Vattano (1970) were further broken down into four factors, as follows: (1) psychodynamic-mindedness, with emphasis on the unconscious, (2) psychodynamic-mindedness, with emphasis on ego functioning, (3) emphasis on the social environment, and (4) community education and prevention. The further breakdown of the previous factors represents a slight refinement, although certainly not a substantial one, and for purposes of analysis in this study, the two factors of psychodynamic-mindedness and social environment-mindedness will be utilized, with individual respondent scores being tallied along this continuum.

In keeping with social workers' perceptions of behavior causation and appropriate avenues of intervention, it was decided to examine two additional items--namely, the factors social workers thought caused success in schools and those which accounted for difficulties.

Utilizing the data from this variable, the investigators thought that, from a design standpoint, there would be a good means for evaluating the strategies and techniques used in relation to specific problems in the school setting.

d. Organizational Socialization

The development of a theoretical framework upon which to base discussion and elaboration of this variable draws from various sources. Obviously dynamics of organizations must be considered, the flow of authority, the requirement of accountability. Because this study focuses on the functioning of professionals within organizations, the concept of professionalization is also a vital one to consider. Members of a profession (and social workers are no exception) are socialized into accepting various norms and roles for themselves through their professional training. Entry into an organization often puts them into ambiguous situations. Becker and Carper (1966) list four components of professional identification: (1) occupational title and associated ideology, (2) work tasks, (3) particular organizations or institutional positions, and (4) the significance of their position in the larger society. Professionals moving into organizations often develop pulls from two different areas: the norms of the organization and their professional norms. Scott (1966) has indicated that professionals participate in two systems, the profession and the organization. He also indicates that the "existence of professionals with a 'bureaucratic orientation' suggests that in practice many professionals accommodate the demands of the organization by giving up professional commitments [Scott, 1966, p. 269]." Scott (1966) also reported a study by Wilensky, who found

that those in a particular organization who were professionally oriented reported that their major problems stemmed from a conflict between the requirements of their job and the standards of their professional groups. Thus, it is important to develop various links within the organization as one becomes associated with it. Kahn (1964) has discussed the concept of role ambiguity--the lack of necessary information available to a given organizational position. Role theory offers the concept of anticipatory socialization and role taking, where there is an attempt to play out ahead of time some of the expectations and roles to be assumed within the organizations. In many ways, social workers are provided with some forms of anticipatory socialization when they perform fieldwork during their two-year graduate program. They learn, to some degree, what expectations will be placed upon them when they emerge as full-fledged professionals. Obviously, as students, they are not fully accountable and have only one foot in the agency door; nevertheless they get some feel for norms and expectations. Soffen (1969) has discussed the need for social workers entering social work education (i.e., teaching in a school of social work) to develop some orientation through interaction with those faculty already in the system. Olds (1969) developed an instrument to ascertain the degree of socialization that social work faculty received as they entered the school of social work. She found that many received little or no

orientation. Thus, it becomes important to reach an understanding of the means by which workers, and in this case, professionals, find out the expectations (through formal or informal means) and norms within their organization. Various items utilized in our questionnaire attempt to elicit comment on various aspects of the individuals socialization into the school setting.

Another aspect that is considered within this variable is the idea of perception of influence by various groups. Respondents were asked to indicate the amount of control they felt was exercised by various groups in relation to the policies and actions of their job. Various studies have examined authority in organizations and its effect upon roles and role performance. Gross (1958) in a study of role conflict within a school setting, examined roles in the context of various authoritative positions. Rizzo and associates (1970) have discussed various organizational principles in relation to role conflict within organizations. They have indicated that "according to the chain-of-command principle, organizations set up on the basis of hierarchial relationships with a clear and single flow of authority from the top to the bottom should be most satisfying to members and should result in more effective economic performance and goal achievement than organizations set up without such an authority flow [Rizzo and associates, 1970, p. 150]." Thus, it becomes important to discover what

the perceptions of authority are among those sampled in this study.

Various items in the questionnaire develop much of the information required. Questions 10, 11, 11a and 11b attempt to elicit the means by which the respondents discovered various aspects of the positions they now occupy. Items 21a-g attempt to gauge the various perceptions of the respondents with regard to authority and control within the organization.

e. Perceived Autonomy

This variable contains many of the theoretical implications of organizational socialization. According to Engel (1970), "much of the literature on organizations shares an antibureaucratic orientation. Because such factors as innovative behavior, upward and lateral communication, and individual responsibility are not strongly evidenced in a bureaucratic structure, it is portrayed as nonviable for many types of organizations. The reduced range of activities or discretions permitted within bureaucracies is assumed to bring about lowered influence and autonomy for those associated with them [Engel, 1970, p. 12]." Because of the frequent conflicts between professional and organizational norms, professionals may often perceive a lack of autonomy. The strictness of the authority structure is, of course, a variable that may impact upon autonomy. Blau and Scott (1962) reinforce the notion that professionals may undergo

a loss of autonomy in a bureaucracy. Autonomy is frequently built into the concept of professionalism. Greenwood (1966) utilizes the terms systematic body of theory, authority, community sanction, ethical codes, and a culture in his discussion of the attributes of a profession. The term "authority" appears to be salient in consideration of perceived autonomy. In operational terms, various questions were utilized to elicit from the respondents the degree of autonomy they perceived themselves having within the organization.

Varying degrees of organizational rigidity often determine the flexibility of job descriptions. Even where job descriptions appear precise and immutable, the informal organizational structure may dilute job functions. Oftentimes job descriptions are more an administrative, budgetary function than a functional one in actually determining which activities a person might perform. The open-endedness of communication lines may also serve as an indication of the degree of autonomy a person may have. Does information that flows uphill receive any consideration? Also, the question of supervision must be considered. Various studies have looked at the degree and nature of supervision. Scott (1965) examined supervision in a heteronomous professional organization and found that workers exposed to professional training centers tended to hold higher standards for supervisors--and hence were more critical of their supervisors--than workers who had not had such exposure. In social work, of

course, supervision plays a major role. In developing a typology for social work manpower, the National Association of Social Worker's Standards for Social Service Manpower lists supervision as an important variable in going from social worker (step 4) to graduate social worker (step 5). Supervision has both administrative and educational functions. The investigators thus attempted to elicit from the respondents comments pertaining to the degree of autonomy which they perceived they had on the job. The variability of their responses have been considered in relation to the dependent variables--the various differences in tasks and techniques that the social workers have employed.

f. School Compatibility

Historically, social work entered the school system in the early 1900's. In the tide of "environmental orientation" that shortly thereafter was gaining ground, social workers in the school systems realized the need to relate the student's educational capabilities to the entire social environment. School social workers were originally known as visiting teachers; consequently, settlements and civic organizations rather than social caseworkers developed the earliest forms of school social work (Lubove, 1960). Even in the early development of a typology for the school social worker, relationships with other school personnel

required delineation. According to Lubove (1960), "in theory, the visiting teacher dealt with those for whom neither the attendance officer, school nurse, nor classroom teacher was equipped. The teacher or principal referred children whose educational experience was obstructed by deficient scholarship, demoralizing home conditions, misconduct, physical defect, and similar handicaps (Lubove, 1960, p. 39)." School social workers have traditionally been peripatetic, being mobile and frequently interacting with many different schools. Thus, it is important to consider how they perceive others' reactions to them, as well as how they fit into the school setting structurally, in this instance, in regard to office use, privacy, types of colleagues sharing the same office, and so on.

This variable may be broken down into two areas: a structural component and a perceptual one. There are a series of questions which attempt to determine whether or not the school social worker has adequate physical facilities to help support the services extended to students. The questions revolve around whether the worker has an office, whether it is shared with others, who his office mates are, and whether sharing is a problem. Different strategies and techniques might be utilized by a worker in an instance where there is privacy, as compared to those employed in circumstances where an office is shared with others. Students may feel embarrassed to discuss different problems in the presence of others; hence, not

only confidentiality but the goal of making the client feel comfortable and open might be compromised.

The second component of this variable is the perceptual aspect of school compatibility, the means by which the worker perceives whether co-workers think favorably of his job, whether they think it is important, and what they know about the job. With collegiate relationships and interdisciplinary approaches to problem-solving so ensconced in organizational operations today, it is important to investigate individuals' perceptions of how others view them and their roles. Symbolic interaction, theoretically, provides a viable framework for investigating this phenomena. Identity is formed and stays in the process of formation through an individual's perception of how others see him (Mead, 1937; Cooley, 1922). Role theory fits well into the symbolic interactional framework and operationalizes many of the concepts very well. Carrigan (1974) investigated the perceptions of health professionals in relation to social workers' job activities in a hospital setting. She concluded that high consensus between professional groups existed on the extent to which social workers should be performing indirect professional services in the hospital in relation to the performance of others, and that methods of increasing professional interaction during the professional socialization period needed to be developed in order for the social work profession to achieve its fullest expression in effective patient care.

g. Work Load

Mizocki (1970) has pointed out that a shift in direction for school social work was facilitated in the 1960's by the rapidly growing number of students and the rise in social problems. Specifically, the schools faced a demand from the community for educational innovation which would reflect the complex character of the community and meet the educational needs of the different economic, social, and cultural groups in a given school area. Lundberg (1964) pointed out that school social workers in the 1960's tried to reevaluate their particular function in the schools and its applicability to the needs of the school setting. He stated that evidence for such a reevaluation is reflected in transitions such as:

1) school social workers attempting to evaluate the appropriate balance between professional time devoted to direct services versus time devoted to consultative service with other school staff;
2) school social workers focusing more attention on group work as a school social work method;
3) school social workers attempting to focus on effective organizational relationships with other pupil personnel services;
4) school social workers' growing increasingly aware of the need for all youth to develop social and economic competencies.

In 1964, a final report of the Departmental Task Force on Social Work Education and Manpower was published. In this report, the following prediction was made: "Enrollment in public schools by 1970 will approach 45 million. On the basis of one school social worker to each 2,000 school population by 1970 there will be need of more than 20,000 social workers. At the present time, there are less than 3,000 social workers attached to public schools, leaving a gap of at least 17,000 [Departmental Task Force on Social Work Education and Manpower, 1964, p. 79]."

The accuracy of this prediction is reflected in Mizocki's (1970) study, where he found that school social workers employed in public schools of the Metropolitan Washington area were assigned to serve from three to ten different schools. The ratio of students to school social workers average to approximately 3,500 students per school social worker. It was pointed out, however, that the administrators and school social workers participating in this study revealed that their school systems also employed allied and pre-professional personnel to ease the ratio.

With the increasing volume of problems involving social acting-out behavior within school settings, it is likely that school social workers feel frustrated when they carry such heavy caseloads and serve a number of schools.

4. General Discussion of the Dependent Variables

a. Social Work Strategies and Techniques

The basic intent of these dependent variables is to determine general as well as specific strategies used by Black school social workers with their students. Included were attempts to determine, for example, whether the worker used a supportive framework for working with students or whether community resources were considered important in coming to grips with the student's problem(s). Modality utilization is also considered important; with what people or groups of people, for instance does the worker prefer to work, and with whom does he/she actually work in intervening with the Black student in a school setting?

The following is a partial list of the questions used to measure major dependent variables that delineate strategies used by Black school social workers:

1) #25: In the performance of your job, have you found any techniques or strategies which have proved particularly helpful in working with Black students?
2) #25a: Would you please tell me which ones?
3) #26: How do you identify a Black student who has a poor self-concept?
4) #26a: And how do you work with a Black student who has a poor self-concept?

5) #29: In solving the problems of children, which one of the following groups of people would you prefer as a target for intervention?

6) #31(iii): Taking into consideration the size of your caseload, the number of schools assigned to you, and the other work-related tasks you have to perform, please rank the list of working activities on this card in order of the one you spend the most time doing to the one you spend the least time doing.

b. Formulation of Categories for 25a and 26a

To help measure relative relevancy of techniques and strategies within categories, major aspects of Hollis' (1964) psychosocial framework have been utilized in combination with various more generic guidelines from Bartlett's (1970) The Common Base of Social Work Practice. Hollis' classification of treatment intervention strategies follows:

1) Sustaining procedures, including various forms of relationship-oriented procedures, affirming confidence in the client's abilities, use of various forms of identification, building on clients' positives, reassurance.

2) Procedures of direct influence, including suggestion and advice, direct intervention on behalf of the client, provision of strong opinion about a

course of action for the client, use of should as opposed to can or may in regard to clients.

3) Catharsis or ventilation, emphasis on the worker attempting to encourage the client to pour out feelings in the interview, as well as emotionally-charged memories.
4) Reflective consideration of the current person-situation configuration.
5) Encouragement of the client to think about the dynamics of his response patterns or tendencies.
6) Includes procedures for encouraging the client to think about the development of his response tendencies or patterns.

Bartlett (1970) listed various techniques as part of social work method, including support, clarification, interpretation, development of insight, use of activities and projects, provision of positive experiences, stimulation of group interaction, utilization of available social resources, effecting change in immediate environmental forces operating upon the individual or groups.

Based on the two frameworks mentioned and discussed briefly above (Hollis, 1964; Bartlett, 1970), along with the variety of responses anticipated from respondents, fairly broad categories have been developed to encompass broad as well as narrow responses and to group differing orientations of the various school social workers.

c. Final List of Category Sets for Questions 25, 25a, 26 and 26a

Following are the names and definitions (constitutive and operational) of the category sets and categories described to this point.

(1) Questions 25a and 26a:

Life-Space Exploration and Inquiry. The worker attempts to elicit material about the client's past and present experiences, including various demographic material, beliefs, and feelings. Examples in this category would be responses that indicated that the worker was trying to learn about the student's relationships, attempting to determine his/her interests, exploring possible causes of any conditions of the client. Any reference to the taking of a social history taking, or finding out about the student from his parents, would be relevant in this category.

Personality Support. Strategies presented here would be those employed with the intention of making the client comfortable, reducing anxieties and tensions, and helping the client feel good about himself. Included here would be the worker's strategies for emphasizing the reinforcing positives and strengths of the client, encouraging self-expression, helping to develop self-esteem, providing overall encouragement and praise, providing identification with others (Blacks in gen-

eral, the worker, etc.), establishing rapport, trust, and acceptance, and ego-bolstering.

Self-Awareness and Self-Insight Orientation. In this category, the worker, through various skills, including clarification, interpretation, confrontation, description, and explanation, attempts to make the client aware of, and understand, his/her own behavior. Important concepts subsumed here would be helping the client to recognize and realize possible reasons for his behavior, describing behavior and its meaning, awareness raising, helping the client gain insight into his talents and abilities, encouraging self-examination, and helping the client in understanding values.

Provision of Positive Experiences Through Tasks and Activities. This category would have the worker actively seeking and finding activities and tasks for the client that would ultimately be valuable in helping the client develop in a positive direction. The worker should actively endorse the activity and direct the client to it. Included in this category would be such things as the worker's encouraging, placing, and directing the client into participating in sports, music writing, reading newspapers and magazines, grooming, etc. Also included here would be the utilization of behavioral modification techniques. This category would provide more of an action orientation than the previous ones.

Use of Community Resources. This category relates to worker activities outside of direct intervention with the student,

family school peers, or teacher. It has implications for more intervention through community resources and institutions outside the school, such as making certain the client has adequate clothing, economic benefits, use of such activities as Big Brothers, Afro-American Club, and various neighborhood organizations.

Use of Ethnic Identification. This category investigates whether or not the worker uses ethnic identification in discussing strategies and techniques. In developing a working definition of ethnic identification, the investigators attempted to subsume a broad range of references to race and ethnicity.

Examples of ethnic and racial referents were allusions to racial pride, discussion of Black history, mention of Afro-American clubs, mention of identification with Black cultural and political leaders.

Consultants were used as judges to determine face validity and inter-rater reliability of categories for dependent variables 25a and 26a. Both validity and reliability were considered acceptable. (See section on reliability and validity of strategy categories 25a, 26, and 26a.)

(2) Question 26 (Indicants of Poor Self-Concept, Descriptive Negative Responses Toward Self). Included in this category are indicants that represent more of an internalized affective

frame of reference, where actions vis-a-vis others may not always be directly inferred. Included in this category would be such descriptors as insecurity, motivation, projection, anger, anxiety, depression, etc.

Negative Responses Toward Others. Included in this category are descriptors that imply more of an action orientation in relation to others in the environment. Relationships with others are more directly seen. Examples would be aggressiveness, destructiveness, complaints about parents, acting out, total compliance, etc.

Mention of Racial Identification. Criteria for inclusion in this category would be any mention of race in regard to self-concept indicants.

General Behavior Descriptors. There are various responses that merely indicate that it is the behavior of the student, per se, that indicates poor self-concept. No detail is provided as to what particular behaviors indicate poor self-concept. Those general descriptors are placed within this category.

Quality of Educational Performance and Attendance. Various workers allude to educational performance as being a way of identifying poor self-concept. Comments such as "getting poor grades," "missing school too much," provide some evidence that the worker thinks that these are significant ways of determining whether a student has a poor self-concept.

Quality of Personal Appearance. Instances where the worker mentions various aspects of appearance, for example, dress, posture, general grooming, would be important in this category.

The investigators analyzed the 178 responses and tallied the frequency with which each of the above 6 categories appeared, using the findings to get an overall perspective as to what things Black school social workers looked for in evaluating poor self-concepts in Black students.

(3) Questions 29 and 31(iii)

Question 29: In solving the problems of children, which one of the following groups of people would you prefer as target for intervention?

This item is not open-ended and the responses are as follows:

1) Parents
2) Students
3) Teachers
4) Students' Peers

The respondent would simply select one of the above choices.

Question 31(iii): Taking into consideration the size of your caseload, the number of schools you are assigned, and the other work-related tasks you have to perform, please rank the list of working activities on this card in order of the one you spend most time doing to the one you spend the least time doing.

1) Work with children

2) Work with teachers

3) Work with school activities

4) Work with families

5) Work with community organizations

Looking at Questions 29 and 31(iii) together, one can see that one (#29) aims at evincing preference while the other one attempts to elicit comments on the nature of the actual intervention. It is possible then to develop some sort of congruency measure between ideal targets and real targets of intervention.

5. Procedures Followed in Developing Face Validity and Inter-rater Reliability for Strategy Categories (Questions 25a, 26, and 26a).

Since most of the categories of strategies used in the study were derived by content analysis of open-ended questions, it was necessary to develop adequate validity and reliability measures.

Based upon the total number of responses for each question (approximately 150 as an average), it was decided to sample approximately one-third of the total number. Through a process of probability-type, systematic random sampling, every nth (3rd) questionnaire was chosen. In instances where the answer was left blank or where the question was not answered, the next consecutive questionnaire was utilized. Where the numbers of cases utilized as samples vary, it is because the total N for that questionnaire also varies.

Packages of the sampled questionnaires were compiled by the investigators, along with a booklet, explaining and describing the various categories developed for the strategies.

Three social work consultants were called into the study to judge validity and reliability of the categories. Two of the three had considerable practice and teaching experience and were doctoral candidates in social work. The third was a practitioner with considerable experience.

The three consultants were presented an introduction to the study and were told what was expected of them. They were to look at the categories developed in relation to the specific questions, respond to them in terms of whether they were theoretically relevant, clear, exhaustive, relevant to the data at hand and to themselves, and independently code the sample of questionnaires selected, in order to determine whether suitable inter-rater reliability existed.

Examples were discussed and it was assumed that the three judges had sufficiently discussed the case to begin coding on an equal footing with each other and that their frames of reference were similar. Since the responses to the questions were in the handwriting of various interviewers from the data collecting stages, there were occasions where certain words and phrases were unclear, although such incidences were minimal.

The judges were asked to communicate with each other when such occasions arose and to come to a common decision about the words or phrases. Aside from such instances, the judges were told that their coding should be independent and that there should be no communication among them as to which categories fitted which responses. Frequent monitoring by the investigators found that the coders were following instructions very well.

Instructions, other than those appearing in the booklet itself, were provided prior to the start of coding. Those instructions were essentially technical ones in regard to coding procedures.

Discussion of the categories was held before and after the coding sessions. The judges all unanimously agreed as to the face validity of all categories utilized--intervention strategies, ethnic identification for 25a and 26a, and also the means of identification of self-concept and the indicants of self-concept. Upon relating the categories to the data, they had various additional comments, including various recommendations for possible changes, some of which were later implemented by the investigators.

In regard to inter-rater reliability, percentage of agreement was utilized as the measurement. The data found in the categories was nominal data, and thus did not lend itself to interval-level Pearson-r or factorial analysis of variance design used for inter-rater reliability. The results of the inter-rater reliability are as follows:

#26 - Means of identification of poor self-concept

3 of 3 judges in complete agreement	33	61%
2 of 3 judges in complete agreement	20	97%
0 of 3 judges in complete agreement	1	2%
N/A - did not answer the question	4	
	N = 56	

#25a - Strategies used with Black students generally

3 of 3 judges in complete agreement	23	51%
2 of 3 judges in complete agreement	17	89%
0 of 3 judges in complete agreement	5	11%
N/A - did not answer the question	1	
	N = 45	

#26a - Strategies used with Black students with poor self-concepts

3 of 3 judges in complete agreement	24	40%
2 of 3 judges in complete agreement	25	82%
0 of 3 judges in complete agreement	11	18%
	N = 60	

From the evidence presented for Question 26, three judges concurred 61% of the time with two concurring 97% of the time. In categories for Question 25a, the judges were in complete agreement 51% of the time and reached a majority of agreement 89% of the time. In Question 26a, judges reached unanimous agreement 40% of the time, and majority agreement 82% of the time.

The term "complete agreement" or "unanimous agreement" indicates that every coding was identical. Because judges were able to code more than one category, there were frequently two, three, or four categories coded. Complete agreement would require that each judge coded all the categories identically. Even one response that was not identical among the judges constituted a violation of the "complete agreement."

D. DATA ANALYSIS PLAN

1. Introduction

The nature of the data in the study prompted the investigators to use two approaches for evaluation. The descriptive approach attempts to describe the entire study sample through frequencies and percentages, in regard to the various items. Thus, an overview of the study sample would indicate ages, experience, previous occupations, strategies of intervention used, size of caseload, etc. The data is often widespread since the investigators attempted to elicit as much information as possible. The second approach is analytical. Bivariate analysis is utilized.

2. Index Development

The investigators attempted, where feasible, to develop an index for each of the independent variables; the index would then be used to express, succinctly, the measure of the variable being discussed. In most cases, one index was used to represent

the independent variable. Exceptions are professional orientation, where separate professional participation and professional education indexes are used, and social worker method orientation, where psychodynamic-mindedness and social environment-mindedness are utilized as separate indexes. Work load and school compatibility are not analyzed through indexes but rather through individual items.

a. List of Items Composing the Indexes

The following paragraphs list the independent variables, the various items that were compiled as part of their indexes, and the basis for dichotomization of each item.

Professional Participation (4 items):

- Have you attended two or more professional conferences in the past year? (yes or no)
- Are you a member of two or more professional organizations? (yes or no)
- How many in-service training sessions did you attend in the past year? (5 or more)
- How many journal articles have you read in the past four months? (7 or more)

Education (4 items):

- What was your undergraduate major? (social science or non-social science)
- Do you have a Master's degree? (yes or no)

- In what discipline is that degree? (MSW or non-MSW)
- Have you done any graduate work beyond the Master's degree? (yes or no)

Career Commitment (4 items):

- Some jobs are more interesting than others. If you had a chance to do some other kind of work for the same pay, somewhere else, would you stay with this job? (yes or no)
- Are you a social worker by training? (yes or no)
- Do you plan to continue work as a (your present position)? (yes or no)
- What discipline is the Master's degree? (MSW or non-MSW)

Psychodynamic-mindedness (6 items):

- The highest goal of social casework is to free the client from inner conflict. (varying degrees of agreement)
- Effective help to any client depends on understanding of unconscious motivations. (varying degrees of agreement)
- The reason that delinquency and family breakdown are getting worse is that the known treatment methods have never really been given a chance on a large scale. (varying degrees of agreement)
- The prime goal of social work service to the unwed mother is the discovery of, and resolution to, those personality dynamics which led her to become pregnant. (varying degrees of agreement)
- The large social problems of today can best be under-

stood when they are analyzed in terms of individual behavior dynamics. (varying degrees of agreement)

- Social workers can change society only through the medium of the feelings of the individuals and groups who are social work clients. (varying degrees of agreement)

Social Environment-mindedness (5 items):

- Social work has more interest and goals in common with the public health field than with psychiatry. (varying degrees of agreement)
- Case-by-case treatment can never make inroads on society's basic problems. (varying degrees of agreement)
- Some workers should spend more time helping communities accept the mentally ill rather than working with patients to help them to adjust. (varying degrees of agreement)
- Social workers should be more concerned with the impact of the environment on clients and less concerned with personality dynamics. (varying degrees of agreement)
- The opportunity structure in which people find themselves is the central condition determining their behavior. (varying degrees of agreement)

Perceived Autonomy (4 items):

- To what extent have you been able to carve your area of responsibility in this job? (varying degrees of agreement)
- To what extent have you been able to make major changes in your work activities? (varying degrees of agreement)

- When you and your colleagues make suggestions regarding your job, how often are they generally accepted? (varying degrees of agreement)
- In general, how often are you and your colleagues encouraged to make suggestions about your job? (varying degrees of agreement)

Organizational Socialization (10 items)

- How well did you know what was expected of you when you first came into this job? (varying degrees of agreement)
- Have there been any important changes in the policies and activities of your job since you first started working in your present job? (yes or no)
- Were job changes (if they occurred) for the better? (yes or no)

In general, how much influence do you think the following groups or persons actually have in determining the policies and actions of your job? (varying degrees of influence)

- school board
- school superintendent
- director of pupil personnel services
- your immediate supervisor
- principal
- assistant principal
- you and your colleagues

The variables "Work Load" and "School Compatibility" did not

have compiled indexes and were examined through separate items only.

b. Guttman and Additive Scaling

The investigators had difficulty in getting a high enough Coefficient of Scalability to enable the use of the Guttman Scaling Techniques, as was originally intended. Additionally, the Coefficient of Reproducibility, which Green indicates should be at least 0.90, was also not sufficient to warrant use of the Guttman Techniques (Green, 1954).

The investigators utilized statistical consultant services in order to develop an appropriate index for the variables, since Guttman Scaling was not feasible. It was advised and later determined that an additive index would be utilized, which essentially sought to dichotomize the various items, assign ones and zeroes to the dichotomies, simply add them for each individual, and compute summary scores for the group. The number one was assigned to the presence of a particular quality and the number zero to the absence of a particular quality.

c. Rationale for Dichotomies

Rationale for developing the dichtomies consisted of two parts: (1) natural dichotomies and (2) artificial dichotomies.

The first instance was that of a natural dichotomy. In this case the presence or absence of a specified trait or accomplishment was examined. Respondents having an MSW, too

large a caseload, an office and sharing it, all of which could be answered by a yes or no, were considered a natural dichotomy.

The second instance was that of an artificial dichotomy. In these cases, the investigators had to make the decision as to where the dividing point should be. Theoretical considerations were paramount ("Have you attended two or more professional conferences in the past year?" "Are you a member of two or more professional organizations?" "How many journal articles have you read in the past four months?")

Accordingly, items subsumed under the independent variables were considered in light of theoretical and scaling considerations. Did each item contribute to the development of a reasonable measure of the larger variable? Was each item capable of being dichotomized and ultimately added? The investigators found that not all items were additive and capable of being scaled. Validation was accomplished through face and content validity by the investigators. In various instances, where warranted, an item was used to compose more than one index. Since certain of the independent variables were very much related, such a move was efficacious. Each of the index items were assigned numbers and added, forming an index with a number used to represent the variable, with the important qualification that not all items used in the instrument were included. The statistical consultant recommended treating the ultimate index as an interval-level measure. The investigators, however,

thought that since the original items were dichotomized the ultimate index could be considered no more than a nominal level of measurement.

As an example to illustrate index formation, consider career commitment and two items subsumed by it. One item attempted to determine whether the respondent would stay in his present position if he were given equal pay and occasion to move into any other position. Respondents replied either "yes" or "no". Theoretically, such an item was responsive to the amount of commitment a person had to his current position/area of interest. The use of a yes-no response provided an excellent entry into dichotomizing and adding the score as part of an additive index. A second question asked of respondents was what influenced the respondent to enter his present positon. The responses available included eight different choices plus an option to denote an other category. (See questionnaire in Appendix C, Item #33). Although the question was interesting and informative, the investigators had a difficult time placing the item within the index. There appeared to be little in the way of scaling to place the responses into additive form. Theoretically, the investigators were unable to place the item within the framework of a decision or perception that indicated a commitment to a career, although the question had heuristic qualities insofar as discussion and evaluating career development were concerned.

d. Index Reliability

The coefficient alpha was utilized to determine the homogeneity and reliability of each of the indices developed for the independent variables. Traditionally, the Spearman-Brown formula has been used to determine internal consistency or split-half reliability. According to Cronbach (1951), "the conventional split-half approach has been repeatedly criticized. One line of criticism has been that split-half coefficients do not give the same information as the correlation between two alternate forms given at different times [Cronbach, 1951, p. 298]." Cronbach (1951) stated that this difference, however, is purely semantic. He also implied that the criticism indicating that the split-half approach gives different coefficients depending upon which items are grouped when the test is split into parts was valid. Coefficient alpha serves to determine the mean of all potential split-half coefficients within a test. There is a considerable reduction in bias. The Kuder-Richardson (20) formula frequently used in determining inter-item homogeneity is simply one aspect of coefficient alpha.

The following results were determined insofar as reliability of the independent variable indices with coefficient alpha:

1. 1. Professional Orientation
   a. Professional Participation 0.273
   b. Education 0.661
2. Career Commitment 0.592

3. Social Worker Method Orientation (SWMO) 0.553
   a. Psychodynamic-mindedness (not computed)
   b. Social Environment-mindedness (not computed)
4. Perceived Autonomy 0.418
5. Organizational Socialization 0.375

The items in our study were answered through open-ended, closed-ended, and scaled questions. Different levels of measurements resulted, with the predominance being of the non-parametric type. Dichotomization frequently required breaking down interval level data to nominal level data.

3. Levels of Measurement and Indexes of the Independent and Dependent Variables

Following is a list of the independent variables from which an index was developed and the level of measurement to be used for statistical analysis with that index; also to be included are the number of items within the index.

1. Professional Orientation
   a. Professional Participation, 4 items, nominal level.
   b. Professional education, 4 items, nominal level.
2. Career Commitment, 4 items, nominal level.
3. Social Worker Client Orientation
   a. Psychodynamic-mindedness, 6 items, nominal level.

b. Social Environment-mindedness, 5 items, nominal level.

4. Perceived Autonomy, 4 items, nominal level.

5. Organizational Socialization - 10 items, nominal level.

Dependent variables include strategies and techniques (Questions 25, 25a, 26, 26a, 29, 31iii) and tasks (Question 24). Strategies and techniques will be treated as separate items and as nominal level of measurement. Social work tasks will form nominal level.

4. Dichotomization of Indexes

a. Independent Variables

For the purpose of analyzing the independent variables, both separately and with the dependent variables, the investigators reduced the indexes further by dichotomization.

The following table provided a description of the criteria used to develop indexes for the independent variables as well as for the specific items for which no index was developed.

	Range of Items	Low/No	High/Yes
Professional Participation	0-4	0-2	3-4
Education	0-4	0-2	3-4
Perceived Autonomy	0-4	0-2	3-4
Career Commitment	0-4	0-2	3-4

(continued)

	Range of Items	Low/No	High/Yes
Organizational Socialization	0-10	0-5	6-10
Psychodynamic-mindedness	0-6	0-3	4-6
Social Environment-mindedness	0-5	0-2	3-5
Work Load Items:			
Number of Schools	0-200	0-60	60 & above
Size of Caseload	0-201	0-60	61-201
Average Size of Schools	0-5000 students	0-2000	Above 2000
School Compatibilty Items:			
Office at School		No or	Yes
Sharing an Office		No or	Yes
Whether Sharing an Office Interferes		No or	Yes

b. Dependent Variables (Tasks)

Discussion of strategies and techniques insofar as categorization and coding are concerned was presented earlier (see Section 4). Use of certain tasks by school social workers was the second major dependent variable investigated. The factor analysis reduced the 57 items into 7 scales or factors, and total scores by individuals for each of the factors were compiled. For example, a factor that contained 4 items would allow a maximum score of 24, since each item was scored along a 6-point Likert scale. A respondent could score from 0-24

on that particular scale. Each factor was then dichotomized at the midpoint to provide high and low categories for each factor. For example, Factor II has a range of 0-84; 42 was the midpoint and served as the cut-off point for high-low scoring. The table below presents the factors and the criteria used in dichotomization.

	Items	Range of Scores	Low	High
Factor I	19	0-114	0-57	58-114
Factor II	14	0-84	0-42	43-84
Factor III	8	0-48	0-24	25-48
Factor IV	4	0-24	0-12	13-24
Factor V	2	0-12	0-6	7-12
Factor VI	3	0-18	0-9	10-18
Factor VII	3	0-18	0-9	10-18

"High" and "low" or "yes" and "no" on a particular independent variable was then analyzed with the nominal levels of the dependent variables, strategies, and tasks.

5. Statistical Approach

Percentages, means, and standard deviations were used in analyzing independent variables and dependent variables separately. Chi-Square was used as a measure of the significance of the difference between independent and dependent variables. As the study was to be exploratory and one objective of the

investigators was to formulate potential hypotheses, this approach seemed appropriate. Using "career commitment" as an example, the investigators attempted to establish: (1) what degrees of career commitment existed within the sample, and (2) whether degrees of career commitment were statistically related to use of different strategies and tasks.

6. Factor Analysis

Factor analysis was used on two occasions during the study. The initial use was to examine responses to the modified Taber-Vattano (1970) instrument measuring social worker client orientation. A second use of factor analysis was in determining patterns in the clusters of items under school social worker tasks.

7. Limitations

Certain limitations in regard to data analysis were salient. Reliability coefficients (alpha) for the independent variables were low, indicating weak reliability. The validity of the independent variable indexes are uncertain. Their formulations were based on a review of the literature and face validity found by the investigators.

APPENDIX B

DESCRIPTION OF FACTORS ASSOCIATED WITH SCHOOL SOCIAL WORK TASKS

SCHOOL SOCIAL WORK TASKS

Factor 1

Casework Services to Child

Percent of Variance = 53.3

Task Description	Rotated Factor Loading	Scale
Help the child identify the conflicts and behavior which interferes with constructive interaction with others.	.86	4.645
Help the child gain insight into his emotional problems.	.84	4.402
Offer the child opportunities to talk out conflicting feelings and goals in order to establish priorities.	.83	4.798
Communicate to the child the improvement which can be expected in himself and/or family.	.82	4.479
Help the child develop his personal, educational goals, or values.	.82	4.788
Help the child understand his abilities.	.82	4.701
Help the child develop new attitudes or modify old ones.	.78	4.822
Help the child understand his relationships to important adults in his life.	.76	4.530
Help the child control or express his feelings appropriately.	.75	4.825
Interpret to the child reasons for his behavior and his relationship to others.	.71	4.485
Interpret to the child the nature of his parents' authority over him.	.63	3.969
Work with an individual child in a casework relationship.	.63	4.588
Interpret to the child the nature of the school's authority over him.	.60	4.018
Clarify the school's social and academic expectations and regulations with the child.	.57	4.390

SCHOOL SOCIAL WORK TASKS

Factor 1
(Continued)

Task Description	Rotated Factor Loading	Scale
Explain the ways in which a child's emotional or social problems may affect his academic performance.	.51	4.904
Help the teacher discover the child's resources for achieving success.	.51	4.196
Work with groups of children, using the group process.	.49	3.311
Distinguish between normal and problem behavior in a child.	.48	4.940
Discuss with the teacher the nature of her interactions with the child.	.47	4.315
Utilize individual and/or group discussion to develop individual understanding and the growth of a positive self concept.	.44	4.250
Help the teacher recognize possible differences in the value of the child and teacher.	.43	4.125
Assess the child's functioning in relation to his neighborhood patterns and other cultural influences.	.36	4.575
Encourage children and families to ask for and make maximum use of community "supplementary" or "enabling" services.	.35	4.503
Help parents develop realistic perceptions of their child's academic potential and performance, his limitations, and his future.	.35	4.262
Recognize specific social and educational factors which limit a pupil's progress.	.35	5.136

SCHOOL SOCIAL WORK TASKS

Factor 2

Information Gathering and Services to Parents

Percent of Variance = 15.5

Task Description	Rotated Factor Loading	Scale
Obtain from parents information on the child's behavior at home and his previous development and experiences.	.71	4.682
Clarify with the parents the nature of the child's problems.	.74	4.637
Obtain from parents information about the family's functioning.	.71	4.637
Help parents see how they contribute to their child's problems (for example, through their own marital problems, poor home conditions, or by their particular methods of child care).	.67	4.369
Help parent develop realistic perceptions of their child's academic potential and performance, his limitations, and his future.	.55	4.262
Obtain information from other agencies that have had experience with the child and/or his family.	.50	4.347
Clarify with the parents the school's social and academic expectations and regulations.	.49	4.397
Make suggestions as to how the parents can improve their relations with their child's teacher and with his school.	.48	4.606
Explain the ways in which a child's emotional or social problems may affect his academic performance.	.45	4.904
Distinguish between normal and problem behavior in a child.	.43	4.940
Encourage children and families to ask for and make maximum use of community "supplementary" or "enabling" services.	.42	4.503
Facilitate services and activities that help to modify the parents' attitudes, their understanding and acceptance of their children and the school.	.42	4.183

SCHOOL SOCIAL WORK TASKS

Factor 2
(Continued)

Task Description	Rotated Factor Loading	Scale
Recognize specific social and educational factors which limit a pupil's progress.	.41	5.136
Assess the child's functioning in relation to his neighborhood patterns and other cultural influences.	.40	4.575
Help the teacher recognize possible differences in the value of the child and teacher.	.40	4.125
Facilitate services and activities that help to develop skills which will improve the family's influence with the child.	.38	3.910
Obtain psychiatric, psychological, or social casework consultations when problems in diagnosis occur.	.38	3.814
Consult with other special service personnel to develop and coordinate an overall treatment approach for the child.	.37	3.970
Discuss with the teacher the nature of her interactions with the child.	.36	4.315

SCHOOL SOCIAL WORK TASKS

Factor 3

Community Leadership and Participation

Percent of Variance = 8.1

Task Description	Rotated Factor Loading	Scale Mean
Work with groups of parents to organize and channel their concerns about the problems of their school system.	.63	2.677
Help to bring about new outside-of-school programs through work with part-time employees or other interested persons.	.59	2.470
Plan or conduct educational meetings with groups of parents to increase their knowledge about their children's development, their role as parents, and so on.	.59	2.463
Work with community agencies, individuals in identification and coordination of unmet needs of the community.	.59	3.423
Encourage administrators to develop cooperative working relationships with community agencies.	.52	3.139
Identify and point out to appropriate individuals and groups the relative effectiveness of new approaches chosen.	.49	3.485
Facilitate services and activities that help to modify the parents' attitudes, their understanding and acceptance of their children and the school.	.48	4.183
Work with school administrators, individually or in groups, to examine the symptoms and determine the causes of problems in the school system.	.36	3.302

SCHOOL SOCIAL WORK TASKS

Factor 4

Involvement and Policymaking with School Personnel

Percent of Variance = 6.6

Task Description	Rotated Factor Loading	Scale Mean
Involve the principal in plans concerning a case and suggest ways he may help deal with the problem.	.59	4.430
Discuss with the teacher the nature of interactions with the child.	.47	4.315
Consult with school administrator in the formation of administrative policy which directly affects the welfare of pupils.	.44	3.301
Assist in in-service training of teachers or administrators.	.38	2.401
Participates on school committees to improve effectiveness of all the special services.	.38	2.939
Help teacher discover the child's resources for achieving success.	.36	4.196

SCHOOL SOCIAL WORK TASKS

Factor 5

Home Visiting

Percent of Variance = 4.6

Task Description	Rotated Factor Loading	Scale Mean
Check on attendance by making home visits in cases of prolonged or unexplained absences.	.72	3.705
Make regular visits to parents to maintain a liaison between home and school in order to reinforce parents' interest and concern for their child's school life.	.61	4.060

SCHOOL SOCIAL WORK TASKS

Factor 6

Interpretation of Authority Relationships to Parents & Child

Percent of Variance = 3.8

Task Description	Rotated Factor Loading	Scale Mean
Interpret to parents who are ignoring school regulations the nature of the school's authority and its expectations.	.66	3.376
Interpret to the child the nature of the school's authority over him.	.61	4.018
Interpret to the child the nature of his parents' authority over him.	.42	3.969

SCHOOL SOCIAL WORK TASKS

Factor 7

Planning and Assessment of School Services

Percent of Variance = 3.1

Task Description	Rotated Factor Loading	Scale Mean
Work with school administrators, individually or in groups, to examine the symptoms and determine the causes of problems in the school system.	.54	3.302

APPENDIX C

SURVEY INSTRUMENT

Time Began

_____

Status of Interview

_____

Date: _____

BLACK SCHOOL SOCIAL WORKERS STUDY

Institute for Urban Affairs
and Research
Howard University
Washington, D. C.

10-73

CITY, ID, DECK #	[ ][ ][ ][ ][0][1]	IBM (1-7)
1. What is your job title?	School Social Worker 01 Community Agent 02 Visiting Teacher 03 Psychiatric Social Social Worker 04 Other (SPECIFY) _____ DK 96 REF 97 NA 98	(8-9)
2. How long have you been in this job? (CODE LESS THAN 1 YEAR AS "01")	____ ____	(10-11)
3. In what area(s) of the city do you generally work? _____ _____	OFFICE CODE ____ ____	(12-13)

4. What is the title of your immediate supervisor? (TITLE ONLY; NO NAME) _____ _____	OFFICE CODE _____ _____	IBM (14-15)
5. In how many schools do you work?	_____ _____	(16-17)
6. Do you have (an) office(s) in any of the school(s) where you work?	Yes 01 (ASK 6a) No 02 (GO TO 7)	(18-19)
(GO TO 7)	DK 96 REF 97 NA 98	
(IF YES, ASK 6a) 6a. Do you share (it) them with other persons?	Yes 01 (ASK 6b - 6c) No 02 (GO TO 7)	(20-21)
(GO TO 7)	DK 96 REF 97 NA 98	

1803

6b. Please tell me the title(s) of your office mate(s)? (DO NOT READ CATEGORIES. CIRCLE ALL THAT APPLY.)

Assistant Principal	01
Principal	02
Attendance Officer	03
Psychologist	04
Nurse	05
Counselor	06
Social Worker/Visiting Teacher	07
Other (SPECIFY)	08

_____ _____

6c. Do you feel that sharing an office interferes with how effectively you get your work done?

(IF YES TO 6c, ASK 6d)

6d. Please tell me why you think it does?

_____

_____

_____

OFFICE CODE

___ ___ ___

Yes (ASK 6d)	01	
No (GO TO 7)	02	(25-26)
(GO TO 7) DK	96	
REF	97	
NA	98	

OFFICE CODE

___ ___ ___

IBM

(22-24)

(27-29)

IBM

Now, I'd like to ask you a few questions about how you see your job.

7. How would you describe your job to someone who knows absolutely nothing about it?

OFFICE CODE

___ ___ ___

(30-32)

8. School systems operate with each component having various functions. For example, one of the functions of the psychologist, in relationship to other positions in the school system, is to test children and interpret the results of the testing to the appropriate school personnel. Please tell me how you see your speciality fitting into the scheme of things in the school system? (MAKE SURE RELATIONSHIP IS ASCERTAINED.)

OFFICE CODE

___ ___ ___

IBM

(33-35)

IBM

9. Here is a list of statements about social work (HAND RESPONDENT PINK SHEETS). Please place a check in front of the response category that best tells how you feel about each one. (AFTER RESPONDENT HAS FINISHED, SECURE THE TEAR SHEETS AND RETURN TO ENVELOPE.)

DO NOT WRITE BELOW LINE. FOR OFFICE USE ONLY

Note to coder: SA=Strongly Agree, A=Agree, AS=Agree Somewhat, U=Undecided, DS=Disagree Somewhat, D=Disagree, SD=Strongly Disagree, REF=Refuse.

	SA	A	AS	U	DS	D	SD	REF		
a.	1	2	3	4	5	6	7	8	a. ____	(36)
b.	1	2	3	4	5	6	7	8	b. ____	(37)
c.	1	2	3	4	5	6	7	8	c. ____	(38)
d.	1	2	3	4	5	6	7	8	d. ____	(39)
e.	1	2	3	4	5	6	7	8	e. ____	(40)
f.	1	2	3	4	5	6	7	8	____	(41)
g.	1	2	3	4	5	6	7	8	g. ____	(42)
h.	1	2	3	4	5	6	7	8	h. ____	(43)
i.	1	2	3	4	5	6	7	8	i. ____	(44)
j.	1	2	3	4	5	6	7	8	j. ____	(45)
k.	1	2	3	4	5	6	7	8	k. ____	(46)
l.	1	2	3	4	5	6	7	8	l. ____	(47)

9 Please place a check in front of the category that best describes how you feel about the following statements.

a. The highest goal of social casework is to free the client from inner conflict.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

b. Effective help to any client depends on understanding of unconscious motivations.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

c. The reason that delinquency and family breakdown are getting worse is that the known treatment methods have never really been given a chance on a large scale.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

d. Social work has more interests and goals in common with the public health field than psychiatry.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

e. Case-by-case treatment can never make inroads on society's basic problems.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

f. Some workers should spend more time helping communities to accept the mentally ill rather than working with patients to adjust.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

Please Go to the Next

g. Social workers should be more concerned with the impact of the environment on clients and less concerned with personality dynamics.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

h. The opportunity structure in which people find themselves is the central condition determining their behavior.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

i. The prime goal of social work service to the unwed mother is the discovery and resolution to her personality dynamics which led her to become pregnant.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

j. The large social problems of today can best be understood when they are analyzed in terms of individual behavior dynamics.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

k. Social workers can change society only through the medium of the feelings of the individuals and groups who are social work clients.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

l. In combating juvenile delinquency, social workers should work more with the neighbors and schools than with the delinquent and his parents.

____ Strongly Agree ____ Agree ____ Agree Somewhat ____ Undecided ____ Disagree Somewhat ____ Disagree ____ Strongly Disagree

10. How well did you know what was expected of you when you first came into this job --- very well, fairly well, not very well, or not at all well?	Very well 01 Fairly well 02 Not very well 03 Not at all well 04 DK 96 REF 97 NA 98	IBM (48-49)
11. How did you learn what is expected of you in this job --- did somebody tell you or did you find out for yourself?	Somebody 01 (ASK 11a, pg. 8) Self 02 (ASK 11b, pg. 8) Both 03 (ASK 11a AND 11b, pg. 8) (GO TO 12) [pg. 9] DK 96 REF 97 NA 98	(50-51)

(IF SOMEBODY OR BOTH TO 11, ASK 11a, PAGE 8)

(IF SELF TO 11, ASK 11b, PAGE 8)

11a. Of the people listed on this card, which ones helped you learn what was expected of you in this job? (HAND RESPONDENT CARD 11a. CIRCLE AS MANY AS APPLY.)

Supervisor	01
Senior Social Worker	02
Co-Worker	03
Social Work Consultant	04
Prircipal	05
Teacher	06
Assistant Principal	07
Secretary	08
Other (SPECIFY)	

_____

OFFICE CODE

— — —

IBM

(52-54)

(IF SELF OR BOTH TO 11, ASK 11b.)

11b. By using your <u>own</u> initiative, how did <u>you</u> learn what was expected of you?

_____

_____

_____

_____

_____

_____

OFFICE CODE

— — —

(55-57)

12. To what extent have you been able to carve your area of responsibility in this job --- completely, to a considerable extent, somewhat, very little, or not at all?

Completely	01	IBM
Considerable extent	02	(58-59)
Somewhat	03	
Very little	04	
Not at all	05	
DK	96	
REF	97	
NA	98	

13. To what extent have you been able to make major changes in your work activities --- completely, to a considerable extent, somewhat, very little, or not at all?

Completely	01	
Considerable extent	02	(60-61)
Somewhat	03	
Very little	04	
Not at all	05	
DK	96	
REF	97	
NA	98	

14. When you and your colleagues make suggestions regarding your job, how often are they generally accepted? Would you say (READ RESPONSES AT RIGHT.)

Nearly all the time	01	IBM
Rather often	02	(62-63)
Sometimes	03	
Rarely	04	
Never	05	
DK	96	
REF	97	
NA	98	

15. In general, how often are you and your colleagues encouraged to make suggestions about your job? Would you say (READ RESPONSES AT RIGHT.)

Nearly all the time	01	
Rather often	02	(64-65)
Sometimes	03	
Rarely	04	
Never	05	
DK	96	
REF	97	
NA	98	

196

16. How well do your superiors know and understand the problems that you and your colleagues face? Do you feel they know and understand them.... (READ RESPONSE AT RIGHT)	Very well 01 Fairly well 02 Not very well 03 Not at all well 04 DK 96 REF 97 NA 98	IBM (66-67)
17. In regard to the amount of supervision you receive in your job, do you feel that in general there is too much supervision, it could be improved or it is adequate?	Too much 01 Could be improved 02 It is adequate 03 DK 96 REF 97 NA 98	(68-69)

197

IBM

18. Have there been any important changes in the policies and activities of your job since you first started working in your present job?

Yes 01
(ASK 18a and 18b)

No 02
(GO TO 19)

(70-71)

(GO TO 19)

DK	96
REF	97
NA	98

(IF YES TO 18, ASK 18a AND 18b)

198

18a. What changes have occurred in your job and how did they come about?

_____

_____

_____

_____

OFFICE CODE

— — —

(72-74)

18b. Were these changes for the better?

_____

_____

_____

_____

_____

OFFICE CODE

— — —

(75-77)

19. Most people have some idea about how they'd like their jobs to be; if you were asked to develop a social work program for a school system, how do you think you would develop it?

OFFICE CODE

___ ___ ___

IBM

(78-80)

CITY, ID, DECK #	0 2	IBM (1-7)
20. Some jobs are more interesting and satisfying than others. If you had a chance to do some other kind of work for the same pay, somewhere else, would you stay with this job?	Yes 01 No 02 DK 96 REF 97 NA 98	(8-9)

200

Let's focus, for a few minutes, on some of the people with whom you are concerned with in your work.

IBM

21. In general, how much influence do you think the following groups or persons actually have in determining the policies and actions of your job? We will use this card to indicate your answer (HAND RESPONDENT CARD 21.)

(BEGIN QUESTIONNING BY ASKING: "How much influence do you think the school board has in determining the policies and actions of your job -- no influence, a little influence, some influence, a great deal of influence, a very great deal of influence." CIRCLE CORRECT NUMBER OF RESPONSE.)

		No Influence	A little Influence	Some Influence	A great deal of influence	A very great deal of influence	DK	REF	NA	
a.	School board	1	2	3	4	5	6	7	8	(10)
b.	School Superintendent	1	2	3	4	5	6	7	8	(11)
c.	Director of pupil personnel services	1	2	3	4	5	6	7	8	(12)
d.	Your immediate supervisor	1	2	3	4	5	6	7	8	(13)
e.	Principal	1	2	3	4	5	6	7	8	(14)
f.	Assistant Principal	1	2	3	4	5	6	7	8	(15)
g.	You and your colleagues	1	2	3	4	5	6	7	8	(16)

IBM

22. People who work together might talk to each other about things related to work as well as things that aren't connected with their work --- such as sports, world affairs and the like. For each person I mention, just tell me the frequency with which you talk to them about these things. That is, whether it is often, sometimes, rarely, or never. Please use this card to indicate your response (HAND RESPONDENT CARD 22). (BEGIN QUESTIONNING BY SAYING: "How frequently do you talk with the attendance officer about work--- often, sometimes, rarely, or never?" CIRCLE APPROPRIATE NUMBER OF RESPONSE.) (NOTE: O=OFTEN, S=SOMETIMES, R=RARELY, N=NEVER, DK=DON'T KNOW, REF=REFUSE, NA=NOT APPLICABLE)

	i. Work?							ii. Things Other than Work							
	O	S	R	N	DK	REF	NA	O	S	R	N	DK	REF	NA	
a. Attendance officer	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(17)
b. Counselor	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(18)
c. Cafeteria employee	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(19)
d. Janitor or maid	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(20)
e. Nurse	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(21)
f. Principal	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(22)
g. Psychologist	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(23)
h. School Secretary	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(24)
i. Teacher	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(25)
j. Assistant Principal	1	2	3	4	6	7	8	1	2	3	4	6	7	8	(26)

IBM

23. Now I'd like to ask you a few questions about some of the people whom you are concerned with in your work. We'd like to know how well you think each of these people knows what your job really entails, how important you think each thinks it is, and how favorable you think each views it. Here is another card (HAND RESPONDENT CARD 23); please use it to indicate your response to these questions.

i. How well do you think _____(PERSON BELOW, E.G., ATTENDANCE OFFICER) knows what your job really entails --- would you say, extremely well, quite well, rather well, not too well, not at all well?

ii. How important do you think _____(PERSON BELOW) thinks your job is --- extremely important, quite important, rather important, not too important, not at all important?

iii. How favorable do you think _____(PERSON BELOW) views your job --- extremely favorable, quite favorable, rather favorable, not too favorable, not at all favorable?

	i. How well?								ii. How important?								iii. How favorable?								
	Extremely well	Quite well	Rather well	Not too well	Not at all well	DK	REF	NA	Extremely important	Quite important	Rather important	Not too important	Not at all important	DK	REF	NA	Extremely favorable	Quite favorable	Rather favorable	Not too favorable	Not at all favorable	DK	REF	NA	
a. Attendance officer	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	(27)
b. Students	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	(28)
c. Counselor	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	(29)
d. Nurse	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	(30)
e. Parent	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	(31)
f. Principal	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	(32)
g. Psychologist	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	(33)
h. Teacher	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	(34)
i. Asst. Principal	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	(35)

24. Here are some cards (HAND RESPONDENT SMALL WHITE CARDS) which describe various tasks school social workers perform. Each time you read a card, place it in the box on this board (SHOW RESPONDENT BOARD) which best describes how often you perform that task during the work year. (AFTER RESPONDENT HAS FINISHED, PLACE ORANGE CATEGORY CARDS ON APPROPRIATE STACKS, SECURE WITH RUBBER BANDS AND RETURN TO INTERVIEW ENVELOPE. RECORD CARD NUMBERS IN APPROPRIATE CATEGORIES BELOW DURING EDITING PROCESS.) *

1	2	3	4	5
Almost constantly	Several times a week	About once a week	Few times a month	Less often than a few times a month

o
Never

OFFICE CODE

01(36)	02(37)	03(38)	04(39)	05(40)	06(41)
07(42)	08(43)	09(44)	10(45)	11(46)	12(47)
13(48)	14(49)	15(50)	16(51)	17(52)	18(53)
19(54)	20(55)	21(56)	22(57)	23(58)	24(59)
25(60)	26(61)	27(62)	28(63)	29(64)	30(65)
31(66)	32(67)	33(68)	34(69)	35(70)	36(71)
37(72)	38(73)	39(74)			

					0	3	(1-7)

CITY, ID, DECK #

40(8)	41(9)	42(10)	43(11)	44(12)	45(13)
46(14)	47(15)	48(16)	49(17)	50(18)	51(19)
52(20)	53(21)	54(22)	55(23)	56(24)	57(25)

*The tasks covered by this question are included in Tables 16 through 19 in the body of the report.

25. In the performance of your job, have you found any techniques or strategies which have proved particularly helpful in working with Black students?

Yes (ASK 25a)	01
No (GO TO 26)	02

(GO TO 26)

DK	96
REF	97
NA	98

(IF YES, ASK 25a)

25a. Would you please tell me which ones?

_____

_____

_____

_____

_____

_____

_____

_____

_____

OFFICE CODE

— — —

IBM

(26-27)

(28-30)

26. How do you identify a Black student who has a poor self-concept?

OFFICE CODE

— — —

IBM

(31-33)

26a. And how do you work with a Black student who has a poor self-concept?

OFFICE CODE

— — —

(34-36)

27. What factors on this card (HAND RESPONDENT CARD 27) do you think cause students to be successful in school? (CIRCLE ALL THAT APPLY.) Learning is intrinsically rewarding 01 Parents creating positive attitude toward school 02 Teachers are skillful in classroom social behavior management 03 Teachers are skilled in presenting materials	OFFICE CODE — — —	IBM (37-39)
28. In working with children who have school difficulties, both academic and behavioral, which factors on this card (HAND RESPONDENT CARD 28) do you believe account for these difficulties? (CIRCLE ALL THAT APPLY.) Genetic and health factors 01 Family experiences 02 Peer experiences 03 Experiences in school 04	OFFICE CODE — — —	(40-42)

		IBM
29. In solving the problems of children, which <u>one</u> of the following groups of people would you prefer as target for intervention. Would it be (READ RESPONSES AT RIGHT) . . . (STRESS ONE GROUP ONLY.)	Parents 01 Students 02 Teachers 03 Students' peers 04 DK 96 REF 97 NA 98	(43-44)
30. How large is your caseload?	— — —	(45-47)
31. Do you feel that it is too large?	Yes 01 No 02 DK 96 REF 97 NA 98	(48-49)

31(i). You told me earlier that you are assigned ___ (NUMBER OF SCHOOLS FROM QUESTION 5) schools. Please tell me how many students you think are in each one. (QUESTIONNING SHOULD GO SOMETHING LIKE THIS: "Approximately how many would you say are in the first school; how many in the second one . . .;" AND SO ON UNTIL YOU HAVE RECORDED A NUMBER FOR EACH SCHOOL.)

School	Number of Students
1	___
2	___
3	___
4	___
5	___
6	___

OFFICE CODE

___ ___ ___

IBM

(50-52)

31(ii). Are the students you work with mostly in . . . (READ RESPONSES AT RIGHT.)

Elementary School 01

Junior High School 02

Senior High School 03

DK	96
REF	97
NA	98

(53-54)

IBM

31(iii). Taking into consideration the size of your caseload, the number of schools you are assigned, and the other work-related tasks you have to perform, please rank the list of working activities on this card (HAND RESPONDENT CARD 31(iii)) in order of the one you spend the most of your time doing to the one you spend the least of your time doing. (QUESTIONNING SHOULD GO THUSLY: "Which one do you spend the most of your time doing? Which one do you do the second most and which do you do third most? Which one do you do fourth most and which one do you do least?) (RECORD RESPONSES ON APPROPRIATE LINES BELOW.)

OFFICE CODE

Activity done the Most _____	___	(55)
Activity done second Most _____	___	(56)
Activity done third Most _____	___	(57)
Activity done fourth Most _____	___	(58)
Activity done the least _____	___	(59)

210

Just a few more questions and we'll be through.

IBM

32. Prior to becoming a _____ (JOB TITLE IN QUESTION 1), in what kinds of occupations have you been engaged? Let's begin with the first full-time job you had. (PROBE FOR EXACT DESCRIPTION OF JOB.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

OFFICE CODE

— — —

(60-62)

IBM

33. What influenced your decision to become a _____ (JOB TITLE IN QUESTION 1)? Please tell me whether or not any of these things did. (READ LIST BELOW. CIRCLE ALL THAT APPLY.) Just answer yes or no.

Interesting work	01	— — —	(63-65)
Opportunity for service	02		
Prestige of profession	03		
Family influence	04		
Influence of teacher or principal	05		
Influence from someone else	06		
Financial rewards	07		
Best job opportunity at time	08		
Any other? (SPECIFY) _____			

34. Are you a social worker by training?

Yes (ASK 34a)	01	(66-67)
No (GO TO 35)	02	
(GO TO 35) _____		
DK	96	
REF	97	
NA	98	

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IBM

(IF YES TO 34, ASK 34a)

34a. How long have you been a social worker? — — (68-69)

35. Do you plan to continue to work as a _____ (JOB TITLE IN QUESTION 1) throughout your career?

Yes 01
(ASK 35a ONLY)

No 02 (70-71)
(ASK 35a AND 35b)

(GO TO 36)

DK	96
REF	97
NA	98

35a. Why do you say that?

_____

_____

_____

_____

_____

_____

OFFICE CODE

— — — (72-74)

(ASK ONLY IF NO TO 35)

35b. How long do you think you will remain a _____(JOB TITLE IN QUESTION 1)? (CODE LESS THAN 1 YEAR AS "01")

IBM

— — (75-76)

CITY, ID, DECK #

0 4 (1-7)

36. Have you attended two or more professional conferences in the past year?

Yes	01
No	02
DK	96
REF	97
NA	98

(8-9)

37. Are you a member of two or more professional organizations?

Yes	01
No	02
DK	96
REF	97
NA	98

(10-11)

38. Have any in-service sessions been held at your work in the past year?	Yes 01 (ASK 38a AND 38b) No 02 (GO TO 39) (GO TO 39) DK 96 REF 97 NA 98	IBM (12-13)
(IF YES TO 38, ASK 38a AND 38b)		
38a. How many were held?	— —	(14-15)
38b. How many did you attend?	— —	(16-17)
39. How many journal articles have you read in the past four months?	0 01 1-3 02 4-6 03 7-10 04 11 or more 05 DK 96 REF 97 NA 98	(18-19)

40. From what college did you receive your bachelor's degree? _____	OFFICE CODE — — —	IBM (20-22)
41. In what year did you receive this degree? (CODE LAST TWO DIGITS)	— —	(23-24)
42. What was your undergraduate major? _____	OFFICE CODE — —	(25-26)
43. Do you have a masters degree?	Yes 01 (ASK 43a - 43d) No 02 (GO TO 44)	(27-28)
(IF YES TO 43, ASK 43a - 43d) 43a. In what discipline is that degree? _____	OFFICE CODE — — —	(29-31)

		IBM
43b. What is your major area of concentration in that discipline? _____	OFFICE CODE — — —	(32-34)
43c. Were you required to do a field placement?	Yes (ASK 43d) 01 No (GO TO 44) 02	(35-36)
43d. In what agency(cies) did you do your placement? _____ _____	OFFICE CODE — —	(37-38)
44. In what year did you receive your masters' degree? (CODE LAST TWO DIGITS OF YEAR)	— —	(39-40)
45. From what university did you receive this degree? _____	OFFICE CODE — — —	(41-43)

46. Have you done any graduate work beyond the masters' degree?

Yes (ASK 46a - 46d)	01	
No (GO TO 47)	02	(44-45)
(GO TO 47) DK	96	
REF	97	
NA	98	

(IF YES TO 46, ASK 46a - 46d.)

46a. Where? _____

OFFICE CODE

— — — (46-48)

46b. In what discipline did you study?

_____

OFFICE CODE

— — — (49-51)

46c. What was your major area of concentration in that discipline?

_____

OFFICE CODE

— — — (52-54)

46d. Did you receive a doctorate degree?

Yes	01	(55-56)
No	02	
DK	96	
REF	97	
NA	98	

IBM

47. How long have you lived in _____(NAME OF CITY)? (CODE LESS THAN 1 YEAR AS "01".)	— —	IBM (57-58)
48. Which letter on this card (HAND RESPONDENT CARD 48) best describes your age?	A. Less than 24 01 B. 25-29 02 C. 30-34 03 D. 35-39 04 E. 40-44 05 F. 45-49 06 G. 50-54 07 H. 55 and over 08 DK 96 REF 97 NA 98	(59-60)

IBM

49. Here is a card with income groups on it (HAND RESPONDENT CARD 49). Please tell me the letter in front of the group which best represents your income.

A.	Less than $9,000	01
B.	$9,000 to 11,999	02
C.	$12,000 to 14,999	03
D.	$15,000 to 24,999	04
E.	$25,000 or more	05
	DK	96
	REF	97
	NA	98

(61-62)

220

50. Thank you for helping us with this study. Do you have any comments you would like to make about the interview?

_____

_____

_____

_____

_____

_____

OFFICE CODE

— — —

(63-65)

TO BE FILLED OUT IMMEDIATELY AFTER INTERVIEW IS COMPLETED.

		IBM
51. Time interview ended. _____ A.M. P.M.	OFFICE CODE — — —	(66-68)
52. Respondent's Sex.	Female 01 Male 02	(69-70)
53. Place where interview occurred.	At Work 01 At Home 02	(71-72)
54. Respondent seemed:	Truthful 01 Evasive 02 Untruthful 03 Indeterminable 06	(73-74)
55. Interviewer's Name _____	OFFICE CODE — — —	(75-77)
56. Round Number	1	(80)

We would like to ask you a few more questions about the interview. We would appreciate it very much if you would fill this postal card out and return it to our office by mail.

Thank you again.

Would you like a copy of the findings from this study?

Yes 01 No 02

222

Please give me your mailing address.

Mailing Address: _____

_____

Name: _____ (WRITE NAME OF RESPONDENT HERE FROM YOUR APPOINTMENT SHEET EVEN IF RESULTS ARE NOT DESIRED.)

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